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ABSTRACT

This abstract bibliography was compiled to update "Day Care: An Abstract Bibliography (Supplement #1)," an earlier ERIC/ECE publication. The 97 entries in the present collection were taken from issues of "Research in Education (RIE)" September 1972, through February, 1974. Journal articles cited in "Current Index to Journals in Education (CIJE)" from August, 1972 through January, 1974 are also included. (DP)

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DAY CARE: AN ABSTRACT BIBLIOGRAPHY (Supplement #2)

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DAY CARE: AN ABSTRACT BIBLIOGRAPHY (Supplement #2).

This abstract bibliography was compiled to update Day Care: An Abstract Bibliography (Supplement #1) and includes entries from Research in Education (RIE), September 1972 through February 1974. Citations of journal articles appearing in Current Index to Journals in Education (CIJE) from August 1972 through January 1974 are also included.

Descriptor (index) terms used in searching RIE and CIJE were: Day Care Programs and Day Care Services.

Major descriptors (marked with an asterisk*) and minor descriptors appear after each title from RIE. Descriptors are subject terms which are used in the ERIC system to characterize the content of entries and will help users of this bibliography to identify topics covered in the selections.

Most of the citations from RIE are available through the ERIC Document Reproduction Service (EDRS) in either microfiche (MF) or hard copy (HC), except where marked Microfiche only. (See ordering directions in the back of this publication.) If a publication is also available directly from other sources, availability information is listed below the abstract.

A few citations from RIE are not available through EDRS. Ordering information for these items is included with each citation. Articles cited from CIJE are available only in the journals cited.

DAY CARE: AN ABSTRACT BIBLIOGRAPHY (Supplement #2)

References from Research in Education (RIE)

1. Additional Material Related to Child Care Legislation. 1971, 50p. ED 063 046

*Administrative Policy; *Day Care Services; Economic Factors; Educational Practice; *Federal Aid; *Federal Legislation; Health Services; Parent Participation; Program Guides; Social Services; Staff Utilization; *Standards

Material relating to Child Care Legislation is provided. The material concerns the following: (1) Provisions of H.R. 1 relating to child care: Opportunities for families program; Family assistance plan; (2) Excerpts from House report on H.R. 1 relating to child care: Provision of child care by Department of Labor; Exclusion of child care expenses from income for welfare purposes; Administrative system for providing child care; and for child care tax deduction; (3) Excerpt relating to child care from the second annual report of the Department of Health, Education, and Welfare to the Congress on services to families receiving aid to families with dependent children under title IV of the Social Security Act; (4) Proposed revised Federal day care requirements: I. Introduction; II. Definitions; III. Program standards--A. Environmental considerations, B. Educational services, C. Health and nutrition services, D. Social services, E. Staffing, F. Parent involvement, and G. Administration and coordination; IV. Waivers of requirements; and (5) Comparison of Long Bill (S. 2003) and Title VI of Ribicoff Amendment No. 318 to H.R. 1

2. Alabama Day-Care Needs and Day-Care Resources. Final Report. 1972, 364p. ED 070 514

*Census Figures; *Child Care; Data Collection; *Day Care Programs; Day Care Services; Federal Government; Needs; Projects; Reports; State Programs; *Statistical Data

This research was conducted to provide a background for writing a plan for a state-wide day-care system. The findings of the study are presented. Existing statistical resources in Alabama and the 1970 federal census data were used in preparing this report. In addition, empirical data was gathered throughout Alabama to project the state-wide need for day-care. The Status and Needs Study is divided into two parts: (1) a descriptive profile of existing licensed day-care services, and (2) an analysis of the distribution of children in these day-care services. Where possible, the profile of day-care services is presented in terms of sponsorship and type of service. The unit of analysis is a county; however, these units can easily be collapsed into larger planning areas such as Economic Development Districts. The 392 licensed day-care centers in the State of Alabama which were reviewed are presently serving 14,392 children. The next four sections deal only with the children served by the licensed centers. Subsequent sections incorporate data on children served by family day-care homes, in-home care, group day-care contracts, and Head Start Programs. In addition, one section reviews several important day-care projects that await approval in Washington.

3. Allen, Rebecca Blundell. Family Day Care as Observed in Licensed Homes in Montgomery County, Maryland. 1971, 54p. ED 071 756

Certification; *Childhood Needs; Child Rearing; Data Analysis; *Day Care Services; Early Experience; Federal Legislation; Masters Theses; *Parent Reaction; *Participant Characteristics; Questionnaires; State Legislation

A questionnaire was administered to 19 licensed day-care mothers in Montgomery County, Maryland. This report presents what was found in observations of the family day care homes, and points out the relative merits and disadvantages of family day care and group day care. The sections of the report are: I. Introduction; II. The Needs of Children; III. Family Day Care in Montgomery County--A. Procedure; B. Data Summarized (The Caretakers; Fees; Substitutes; Facilities; The Children; The Activities; Placement; and Relationships with Parents); C. Conclusions; and D. Recommendations. Appendixes provide the Questionnaire, the Master List, and Official Notification. A bibiography is included.

4. Alternative Federal Day Care Strategies for the 1970's: Summary Report. Final Report: Part I. 1972, 148p. ED 068 187

Child Care Centers; *Child Development; Child Welfare; *Day Care Programs; *Day Care Services; Disadvantaged Youth; Early Childhood; *Federal Aid; *Federal Legislation; Government Role; Home Programs; Income; Intellectual Development; Low Income Groups; Models; Parent Attitudes; Preschool Children; Program Costs; Program Evaluation; Research Proposals; Resources; Social Problems; Tables (Data)

Findings, conclusions, and recommendations concerning the role of the Federal Government in providing day care services are presented in this Summary Report, Part I of the Final Report. The six chapters of the report are as follows: 1. Statement of the Problem--identifies the social context in which day care and child development programs must be evaluated, and describes a range of Federal objectives that appear to be implied in current debate; 2. Existing Child Care System--examines the existing child care industry and the forces that have shaped its development; 3. Policy Issue: Should the Federal Government Provide More Day Care Services?--analyzes the question in relation to Federal objectives and social concerns, and evaluates the potential for achieving these objectives through increased involvement in day care services; 4. Policy Issue: Should Child Development Services Be Provided in Federally Supported Day Care Arrangements?--analyzes the relationship of day care to child development services, and discusses child development as an end in itself; 5. An Analysis of Alternative Federal Delivery System Strategies for Further Involvement in the Day Care Industry--analyzes the delivery system best suited to increased Federal involvement in day care, and makes recommendations; 6. Implementation--presents guidelines for legislation, and provides alternative forms of implementation of the proposals through suggested amendments and modifications of pending day care provisions in the proposed Social Security Act Amendment of 1971 and pending child development bills. Supporting appendixes to the report, Parts II through X, are bound separately (see ED 068 188 through ED 068 201.)

5. Arterton, Janet Bond, Research and Demonstration Program of Day Care Services for M.I.T. Employees. Interim Report. 1971, 55p. ED 071 776

Child Care; Child Development Centers; *Day Care Programs; *Day Care Services; *Employee Attitudes; *Fringe Benefits; Industrial Relations; Preschool Programs; Program Descriptions; Statistical Analysis; *Surveys; Tables (Data); Working Women

A survey of day care needs of M.I.T. employees, its resulting information, and a description of the pilot program of day care services undertaken by M.I.T. are included in this report. A survey was administered to all 4,650 Institute employees in April, 1970, and enjoyed a 35% rate of response. The compiled data supports the conclusion that a number of employees could use a day care program for their children. Enrollment in the pilot program and establishment of a waiting list puts the present demand at about 50 employees. In a cost-sharing pilot program, M.I.T. employees enroll their children in the nearby KLH Child Development Center at fees based on individual family incomes instead of the full KLH fee. On the average, the Institute subsidizes two-thirds of each fee. The program cost for 15 children totals $28,000, of which the Institute contributes $20,000. The success of the program to date and increasing demand for day care services suggest an expansion of the program to a total of 25 subsidized places at the KLH Child Development Center, at an additional annual expense to M.I.T. of $6,000 to $9,000. The Institute should also assist citizen groups in starting new day care programs. Appendix A is a copy of the survey form, and Appendix B is a suggested letter for ineligible respondents. For related document, see ED 071 777.)

6. Carlson, Rick J. Existing Day Care Legislation. Final Report: Part III. 1971, 116p. ED 068 190

Child Development; *Day Care Programs; *Disadvantaged Youth; Elementary School Students; Federal Aid; *Federal Legislation; *Financial Support; *Government Role; Legislation; Low Income Groups; Parent Participation; Preschool Children; Research; Technical Reports

Existing legislation applicable to day care programs is examined to discern what the Federal role has been. An overview of existing Federal legislation is given, and legislation is then analyzed as to its effect on the five components of the day care delivery system. These components are: (1) a product--the kind of day care program, (2) providers of that product--administrators, operators, educators, etc.; (3) consumers of the product--parents and children; (4) a medium of exchange between the providers and the consumers--means of financing the programs; and (5) regulation of the product and the means of financing by the public--the quality of the product and the terms and conditions of exchange. An appendix includes descriptions of all relevant legislative enactments affecting day care programs. (For related documents, see ED 068 187-189, 191-201.)

7. Chandler, Bessie E. A Comprehensive Study of the Educational Program and Related Components of Preschool and Day Care Centers Serving Children of Migrant Families. 1971, 57p. ED 081 545

*Day Care Programs; Educational Programs; Health; Literature Reviews; *Migrant Children; *Migrant Welfare Services; Nutrition; Parent Participation; *Preschool Programs; *Program Evaluation

The care of preschool migrant children in day care and preschool centers in central New York State was studied. The aim of this study was to provide individuals, institutions, state and local educational and social agencies with current descriptive data as well as recommendations for conducting such centers. Major objectives were to: identify special needs in education, health, safety and social welfare in each center; provide information about basic components which would be useful in developing programs to meet the migrant child's need and the accepted standards of day care; design a program for training personnel; and plan a summer model day care program integrating health, education, nutrition, and social welfare services. Eleven day care centers and 6 preschool centers were used. Visits to these centers and interviews with personnel such as directors, teachers, cooks, nurses, and volunteers were conducted. A survey evaluation instrument was used to systematize the interviews. Findings showed that any favorable results from these programs depend on the basic components, the quality of all adults involved with each component, and the need for extensive and intensive training of the professional and paraprofessional personnel.

8. Chapman, Judith E.; Lazar, Joyce B. A Review of the Present Status and Future Needs in Day Care Research. A Working Paper. 1971, 173p. ED 075 673
Document not available from EDRS.

Child Care, Child Care Workers, Child Development, *Day Care Programs, *Day Care Services, Educational Research, Experimental Programs, Inservice Education, Intervention, *Preschool Education, Research Methodology, *Research Needs, *Research Reviews (Publications), Staff Improvement

This review of recent and on-going research on day care and preschool experimental and intervention programs was made to draw the findings together and to identify major research issues for the next two to five years. Chapter I describes the overall scope and purpose of the review as well as the major sources of information used, while Chapter II reviews recent and on-going research studies, including surveys of need, availability and utilization of day care, assessments of quality day care, studies of program costs, training programs for child care workers, and impact of demonstration models, primarily for infants and toddlers. Chapter III includes research findings and unanswered questions from day care and other types of early childhood development research, and these findings and questions are organized around the following areas: (1) auspices providing the day care, (2) staffing and training of staff, (3) facilities,

(4) children in day care, (5) relationship of parents to the day care program, (6) curriculum, (7) support services, and (8) measurement and evaluation. Chapter IV presents the summary of research issues, priorities, and strategies for: (1) programmatic research, (2) evaluative research, (3) basic research, (4) methodological research, and (5) disseminative research.

Availability: Capitol Publications, Education Resources Division, 2430 Pennsylvania Avenue, N.W., Washington, D. C. 20037 ($5.75)

9. Child Care Programs: Estimation of Impacts and Evaluation of Alternative Federal Strategies. Volume 2: Appendixes. Final Report: Part II. 1971, 117p. ED 068 188

Bibliographic Citations; *Child Care; Child Development; Comparative Analysis; Data Collection; *Day Care Programs; Elementary School Students; *Federal Aid; Home Programs; Models; *Parent Participation; *Preschool Programs; Questionnaires; Research; Simulation; Surveys; Tables (Data); Technical Reports

Eight appendixes to a final report "Alternative Federal Day Care Strategies for the 1970's" comprise this volume. The appendixes are as follows: A. References for Estimation and Evaluation of Impacts upon Children and Parents--contains a list of 292 studies, articles, and reports published between 1958 and 1971; B. Impacts of Preschool Programs--provides a table with summaries of preschool programs and impacts on the children involved; C. Comparative Studies of Impacts of Preschool Programs--provides additional summaries in tabular form of preschool programs and impact on the children involved; D. Impacts from Other Programs for School Age Children--provides a table of summaries of school age programs and impacts on the children involved; E. Impacts from Home Based Programs--provides a table of summaries of home based programs and impacts on the children involved; F. The Parent Participation Questionnaire and Data Analysis--provides the questionnaire, coding instructions, and results in terms of percentage figures for each item; G. References for Estimation and Evaluation of Economic Impacts--contains a list of references encompassing 67 studies, articles, and reports published between 1954 and 1971--contains the coding and recoding sets for a March 1967 Current Population Survey, describes the computerized data utilized in the simulation models, and the deviation of State Welfare Characteristics Used in Cross Classification Model. (For related documents, see ED 068 187, 189-201.)

10. Cohen, Donald J., Ed.; And Others. Child Development: Day Care. 4. Serving School Age Children. 1972, 67p. ED 065 205

*Child Development; *Day Care Programs; Day Care Services; Elementary School Students; *Guides; Individual Development; Junior High School Students; Personality Development; Physical Health; *Residential Care

PS 00728

A publication concerning the out of school or day care of children from ages six to fourteen is presented. It is pointed out that all good day care programs share at least two features: (1) They add to and strengthen the kind of care and guidance provided by parents; and (2) They aim at providing the child with experiences which will encourage the healthy growth of his body, intellect and personality. The purpose of this handbook is to guide community groups and individuals in their efforts to create good programs for school age children. It is divided into four chapters: The School Age Child, Elements of Developmental Care for School Age Children, Program Settings for School Age Children, and Program Examples.

Also available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (No. 1791-0165, $0.70)

11. Community Family Day Care Project. Final Report. 1973, 105p
ED 078 960

*Child Care Workers; *Community Programs; *Costs; *Day Care Programs; *Family Environment; Mothers; Program Descriptions

The final six months of the Community Family Day Care Project are reported, together with a summary of the total project, recommendations for the future, and an analysis of the cost of replicating such a project. In the final six months of the project, the staff was concerned with building supports for the self-help organization Women Attentive to Children's Happiness (WATCH); learning more about how to develop and implement curriculum that would fit the needs of Family Day Care Mothers; understanding and meeting the needs of parents in finding family day care placements; and assessing student placements in family day care settings. The first five chapters of the report discuss these activities. In Chapter 6, Summary of Work Accomplished, the supports that the project utilized to enhance and extend programs for the children, their families, and the Family Day Care Mothers are discussed. Services considered successful in relation to Family Day Care Mothers were center meetings, the provision of Field Demonstration Assistants as back-up for Family Day Care Mothers, enhancing the knowledge and utilization of existing community resources, the Monthly Bulletin, college classes, WATCH, the Mother's Club Cooperative Nursery School, and information service, the "Fix-it" person, and a no-interest loan fund. Conclusions and recommendations are found in Chapter 7. The over-all recommendation is that FDC should be supported and improved, not changed. Cost issues that should be considered in planning a process similar to the CFDC Project are presented in Chapter 8. The costs relate to personnel, the environment, material, and miscellaneous costs. Eight appendixes provide supporting material.

12. A Comparison of Provisions in State and Federal Standards for Institutional Day Care. 1972, 139p. ED 078 950

*Child Care Centers; Curriculum Planning; *Day Care Programs; Differentiated Staffs; Equipment; *Federal Legislation; Guides; Health; Nutrition; Parent Participation; Physical Facilities; Records (Forms); Safety; Sanitation; *Standards; *State Standards

Intended as an aid to program designers, developers, and policy makers, the more common elements or items found in the various state and federal day care guidelines are extracted and categorized. The set of variables for classifying the guidelines was developed by selecting standards from a sample of six states. The standards were classified into ten major variables, each category appearing as a chapter in the text. These chapters are as follows: I. Health Standards; II. Nutrition Standards; III. Fire and Safety Hazard Standards; IV. Staff Requirements; V. Records and Reports; VI. Parent Involvement; VII. Sanitation; VIII. Equipment; IX. Physical Facilities; and X. Curriculum and Program. A universal set of items used in categorizing day care guidelines is provided, as are a bibliography and a listing of state agencies.

13. Costs of Day Care: Proceedings of a Workshop. Volume 2: Appendix. Final Report: Part IV. 1971, 264p. ED 068 192

Child Care; Computer Programs; Conference Reports; *Cost Effectiveness; Costs; *Day Care Programs; *Day Care Services; Disadvantaged Youth; *Early Childhood Education; Economic Factors; Federal Aid; Low Income Groups; Preschool Children; Program Administration; *Program Costs; Speeches; State Programs; Workshops

The 12 presentations and discussions of a two-day conference on the cost of day care, held in May 1971 and attended by experts on the costs, economics, and financial aspects of day care, are provided in this report. The presentations are as follows: "Techniques of Analyzing Costs and Cost-Benefit Ratios for Day Care: by Delroy Cornick; "Strategy for Day Care Cost Analysis" by Keith McClellan; "Community Assessment of Day Care Needs and Services" by Richard Zamoff; "The Economics of Child Care: Two Critical Gaps" by Mary Rowe; "Costs Analysis from 'A Study in Child Care, 1970-71'" by David Warner; "Family Assistance Day Care in Vermont" by Robert G. Stauffer; "Computer-Based Model to Analyze Costs of Day Care" by Donald G. Ogilvie; "Day Care Start-Up Costs" by Richard Grassgreen; "Public Agency Purchase of Day Care Services" by Alan R. Pittaway; "Reimbursing Day Care Costs" Burton Sonenstein; "International and Cooperative Day Care Programs" by Cynthia Jones; and "Massachusetts Early Education Project" by Robert Fein. (For related documents, see ED 068 187-191, 193-201.)

14. Day Care Licensing Study Summary Report on Phase I: State and Local Day Care Licensing Requirements. 1971, 99p. ED 069 328

*Certification; *Child Care Centers; *Day Care Services; Facilities; *Facility Requirements; Health; Local Government; *Preschool Children; Sanitation; State Laws; *State Standards; Tables (Data); *Technical Reports

Phase I of the Day Care Licensing Study is presented. It includes a summary of findings, conclusions, and recommendations; two sections on day care regulations; a section on day care facilities; and a section on the climate for change. Appendices include: Methodology; Depts. of State Government Responsible for Licensing Day Care Facilities; Exceptions and Exclusions; Points of Delay in the Licensing Process; Problems of Coordination with Cooperating Agencies; Ways of Speeding up the Licensing Process; Education and Training Requirements for Day Care Center and Family Day Care and Group Day Care Home Staff; Age Range, Group Size, and Child/Staff Ratio Requirements; Discrepancies most Frequently Responsible for License Denials; and Anticipated Revisions in Regulations.

15. Day Care Survey 1970-71. 1971, 54p. ED 078 953

Bulletins; *Child Care; *Child Care Centers; Costs; Data Collection; *Day Care Programs; *Disadvantaged Youth; Facility Case Studies; *Family Environment; Government Role; Mother Attitudes; Surveys; Working Women

The survey and basic analysis presented in this bulletin characterize existing day care programs and facilities, and provide baseline descriptive data on the utilization of an expressed need for day care by low- and moderate-income families. Information was gathered from operators of day care centers and family day care homes, superintendents of school districts, mothers of children enrolled in the centers whose operators were interviewed, and mothers in families with annual incomes less than $8,000 and a child age 9 or under. The survey was not an evaluation of current day care arrangements. Major findings of the study showed that 55% of all children in day care full-day are cared for in family day care homes; less than 2% of the estimated 450,000 homes are licensed as compared with 90% of day care centers; an estimated 17,500 centers provide full-day care; most directors and teachers in the centers do not have college degrees and few have had special training; the largest age group in centers is the 4-year-old group; the types of day care centers are custodial, educational, and developmental; and estimated 63,000 unfilled day care slots existed; median family income was $7,500; median cost per month in centers run from $27 to $114; and most working mothers in the population were satisfied with present child care arrangements. An appendix provides the testimony of Mary P. Rowe before the Senate Finance Committee on the needs, hopes, and costs of child care in America.

Also available from: Day Care and Child Development Council of America, Inc., 1401 K Street, N.W., Washington, D.C. 20005 (Child Care Bulletin No. 7, $1.50)

16. Day Care Survey, 1970: Community Profiles. 1971, 240p. ED 068 152

*Child Care Centers; *Community Action; *Day Care Services; Educational Research; Facility Requirements; *Field Studies; Government Role

Field studies conducted in six communities as part of the first phase of a national survey of day care had two purposes: to develop informed, current pictures of the state of day care in representative American communities and to provide the basis for final selection of variables from emphasis in the national survey. The community studies focused on the local level delivery of federal day care programs, the availability of proprietary day care services, the participation of social and voluntary organizations, welfare-oriented services, and local economic and labor market conditions as they are related to day care. The centers were located in San Francisco, Des Moines, Greenwood (South Carolina), Milwaukee, Houston, and Sagadahoc County, Maine. They were selected on the criteria of region, community size, types of industry and female employment, and socio-economic and racial character of the population. The studies confirmed that private baby-sitting is still the most common form of day care, that what little formal day care does exist is unorganized, that care for infants and school-age children is almost non-existent, that mothers need services not available. Other findings dealt with organization, financing, supply, quality, licensing of services, and employer and community attitudes.

17. Deloria, Dennis J.; And Others. A Design for a National Day Care Cost-Effectiveness Experiment. Final Report. 1972, 269p. ED 068 164

Child Welfare; *Cost Effectiveness; *Day Care Programs; Day Care Services; *Disadvantaged Groups; Experimental Programs; National Programs; One Parent Family; *Preschool Programs; *Program Design

The broad design features of a national day care cost effectiveness experiment, made to assist the Office of Economic Activity in formulating a "request for proposals" to actually operate and implement such an experiment, are presented. An attempt has been made in the report to present rationales and recommendations about day care program types to be included; program documentation and evaluation; experimental design; collection and analysis of cost data; project management and administration; scheduling; and budgeting. Although primarily intended for legislators and policy makers, the information is also useful to parents, caregivers, day care operators, early education specialists, program developers, and parent action groups. Three major influences shaped the final design: the need to identify an optimal per-child annual cost for day care; to assess policy implications of the trend to shift day care out of the family home into group settings; and to explore the merits of merging day care and early childhood movements.

18. Ditmore, Jack; Prosser, W. R. A Study of Day Care's Effect on the Labor Force Participation of Low-Income Mothers. Working Papers. 1973, 113p. ED 080 627

Child Care; Child Rearing; *Day Care Services; Federal Aid; *Federal Programs; *Labor Force; *Low Income Groups; Welfare Services; *Working Women

The objective of this paper was to examine what effect government subsidized day care by itself might have on the labor force participation of low income group mothers. The policy issue was as follows: will the provision of adequate day care services (in terms of cost and quality) to low income group mothers substantially increase their labor force participation (by removing a significant barrier to employment), thereby reducing their potential for the receipt of income transfer programs? Responding to this issue, the paper reviews existing research on the relationship of provision of day care services to labor force participation. The paper concludes that provision of day care by itself will not lead to vast numbers of low income mothers entering the labor force; an estimated ten percentage point increase in labor force participation might occur in response to day care. The reasons for this percentage point increase being not larger are cited as: (1) many mothers prefer to care for their own children; (2) many mothers do not see the provision of subsidized day care as substantially increasing their net wage; (3) the structure of welfare laws makes employment, in some cases, economically unsound; and, (4) employment increases the already heavy burdens of the mother.

19. Earhart, Eileen M. Implementation of Attention and Classification Curriculum in Day Care and Early Childhood Centers. 1972, 20p. ED 063 021

*Curriculum Development; Curriculum Evaluation; Data Collection; *Day Care Programs; *Early Childhood Education; Instructional Materials; *Lesson Plans; *Preschool Curriculum; Teaching Guides

The Attention and Classification Curriculum, which was developed for four-year-old children, is described and its implementation is discussed. The curriculum consists of a sequence of 40 lessons and a set of materials used to carry out the lessons. An evaluation of the curriculum was conducted following its use in nine participating centers. General and specific findings are presented. It is concluded that the successful implementation of the Attention and Classification Curriculum provides evidence that early childhood centers can incorporate curricular input when several criteria are met. The content of the curriculum has been found appropriate for the majority of children who were mostly three- and four-year-olds; the five-year-olds in several of the centers needed a greater challenge.

20. Early Childhood Education: Perspectives on the Federal and Office of Education Roles. 1972, 151p. ED 066 621

Behavior Development; Child Psychology; *Cost Effectiveness; *Day Care Programs; *Early Childhood Education; Family (Sociological Unit); *Federal Aid; Financial Support; Parent Child Relationship; Preschool Children; *Preschool Programs; Research Reviews (Publications); Working Parents

This memorandum is directed to the question of the appropriate Federal and Office of Education roles in early childhood education, specifically, what programs or approaches will meet the objectives and diverse needs of the proponents for preschool programs. In particular: (1) is there a need for some form of federally funded early childhood programs; and (2) if so, should they be "educational" in the traditional sense of the term? The issues are discussed under the following general topics: (1) Relevant Societal Conditions; (2) The Constituency; (3) The Issues; (4) The Need and Costs of Day Care; (5) The Federal Effort; (6) The Research Evidence; and (7) Recommendations and Conclusions. Statistical data are presented in tables and illustrations, and 129 references to related documents are included.

21. Elardo, Richard. The Ecology of Infant Day Care. 1973, 29p. ED 082 827

Behavior Change; *Child Care Workers; *Child Development; Classroom Arrangement; *Day Care Programs; Discipline; *Environmental Influences; *Infants; Language Development; Mental Development; Motor Development; Safety; Scheduling; Social Development; Teacher Behavior

This paper explores some of the attributed of quality day care programs for infants, age 0 to 30 months. High-quality interactions with adults result in positive developmental outcomes for infants Adults involved in day care should focus on providing an environment of stimulating experiences, which help infants to develop satisfactorily. Other critical factors in adult behavior are values and attitudes, particularly interpretations of good and bad behavior, methods of discipline, use of materials, and the degree to which daily housekeeping chores interfere with constructive adult-infant interaction. Tips for teaching infants are provided along with an outline of appropriate developmental tasks for infancy. Important aspects of physical layouts for centers concern safety precautions and the division of the facility into interest areas. Daily schedules are discussed; strong organization and planning are stressed. Continuity of care is vital and may be facilitated by having few caregivers for each child, encouraging caregiver-parent communication, and maintaining a low level of staff turnover.

Also available from: Dr. Richard Elardo, Center for Early Development and Education, 814 Sherman, Little Rock, Ark. 72202 (free of charge)

22. Elardo, Richard E.; Pagan, Betty, Ed. Perspectives on Infant Day Care. 1972, 119p. ED 063 016
Document not available from EDRS.

Child Care Occupations, *Child Development, *Day Care Programs, Early Experience, Family Environment, *Health Services, *Infants, Learning Processes, Program Evaluation, Teaching Techniques, *Workshops

These proceedings of the first annual SACUS workshop on infant day care contain the papers presented at the conference, plus an appendix--Developmental Objectives for Infants and Toddlers. The papers are: "Infant Day Care--Fads, Facts, and Fancies" by Bettye M. Caldwell; "Family Day Care" "A Broad Perspective" by Malcolm S. Host; "Getting Started--Licensing and Standards for Day Care" by Joan First; "The Health of Children in Group Day Care" by Frank Loda; "Training for Work in Infant Day Care Centers" by Aurelia Mazyck; "The Problem of Physical Space" by Charles Witsell, Jr.; "Managing the Daily Schedule" by Carol Wheeler-Liston; "Sound Health Practices for Day Care Infants" by Frank Loda; "Some Guiding Principles and Practical Suggestions for Infant Day Care Programs" by Bettye M. Caldwell; "Teaching--Learning Activities" by Julianne Honey; "Assessment of Developmental Progress" by Phyllis Elardo and Richard Elardo; "Some Precautions in Establishing Infant Day Care" by Bettye M. Caldwell.

Availability: Publications Dept., Southern Association on Children Under Six, 1070 Moss Ave. NE, Orangeburg, South Carolina 29115 ($2.00)

23. Ellner, Carolyn L. Summative Evaluation of a Curriculum Developed to Prepare Day Care Administrators Using Mastery/Non-Mastery Criteria. 1972, 36p. ED 065 553

*Administrative Personnel; Child Care; Data Analysis; *Day Care Services; Evaluation Techniques; *Program Evaluation; Seminars; *Test Construction; Testing; Test Results; *Training Objectives; Workshops

A training program carried out by the Center for Early Education (CEE) to prepare or upgrade the performance of 20 day-care administrators in Los Angeles County is discussed as to the program, evaluation, and findings. The program, consisting of 2 three-week workshops and six interim seminars, was designed to achieve 12 goals relating to child development. Courses presented in the seminars were: Human Development, Creating the Day Care Environment, Interaction Effectiveness, Practicum and Observation, and The Parent and the School. The steps in the program-evaluation process were: (1) Formulation of goals, (2) Operalization of goals, (3) Selection of criteria for mastery, (4) Selection/development of tests and measures, (5) Scheduling of testing program, (6) Dissemination and weighting of program goals, (7) Pretesting of participants, (8) Analysis of pretest data, (9) Formative assessment procedures, (10) Post-testing, (11) Analysis of data, and (12) Uses of evaluation. The findings are in relation to the 12 objectives, together with descriptions of tests administered, the variables used in the assessment process, and the results of each test procedure. The data reveal that 9 of the 12 objectives were achieved as a result of instruction.

24. Evaluating Children's Progress: A Rating Scale for Children in Day Care. 1973, 53p. ED 078 949

*Child Development; Cognitive Development; *Day Care Programs; Early Childhood; *Evaluation Techniques; Guides; Infants; *Measurement Instruments; Physical Development; *Rating Scales; Social Development

Rating scales, developed by the southeastern Day Care Project, for evaluating the progress of children in day care centers and family day care homes are provided, together with interpretations and examples. The forms are for rating infants, two-year-olds, three-year-olds, and four- and five-year-olds. The Infant Rating Form is broken into segments of birth to three months, three to five months, five to nine months, six to twelve months, nine to fifteen months, eleven to fifteen months, twelve to eighteen months, fifteen to twenty-two months, fourteen to twenty-seven months, and seventeen to thirty months. The Two-Year Old Rating Form rates cognitive (including verbal and communication), social and emotional, motor skills, and hygiene and self-help growth. The Three-Year Old Rating Form rates development in the following areas: cognitive, motor skills, and hygiene and self-help. Skills rated in the Four- and Five-Year Old Rating Form are cognitive, social and emotional, motor skills, and hygiene and self-help. The directions on each form indicate the frequency at which the scales should be administered. Included with the forms proper is an instruction page for those who administer the evaluation.

25. An Experiment in Employer-Sponsored Day Care. Final Report. 1970. 120p. ED 081 973
Document not available from EDRS.

Child Care Centers, *Childhood Needs, *Day Care Programs, Evaluation Techniques, Models, Mothers, Parent Child Relationship, *Preschool Children, *Working Women

This report describes the need of working mothers for day care, the meaning of day care for employers in Government, business, and industry, the importance of employer-sponsored child day care to the Department of Labor, and objectives of the Department's child day care center. The evaluation design provides for an analysis of the project as it relates to the employer, employees, and child. Included is (1) an evaluation of the program planning, facilities, recruitment, selection, and placement of children and staff and followup service to and involvement of parents, and (2) an in depth analysis of the program's specific objectives to determine if and how they were being met, and ways in which the implementation could be improved as a model for duplication by other employers.

Availability: National Technical Information Service, Springfield, Va. 22151 (PB-198 985, MF $1.45, HC $3.00)

26. Family Day Care West: A Working Conference. 1972, 169p. ED 070 511

Certification; Community Programs; Comparative Analysis; *Conferences; Day Care Programs; *Day Care Services; Intervention; Mothers; Referral; Research; *Surveys; *Working Women; *Workshops

An attempt is made to condense data on family day care, i.e., a form of supplemental child care that takes place in the home of a nonrelative. An overview is presented of the kinds of studies that have been done and how they fit into the larger picture of what remains to be done before we can claim to have a body of knowledge to guide us in this area. The available research is classified into four general groups: (1) surveys of the extent of family day care among other types of child care arrangements of working mothers and surveys of the need for day care resources of different types, (2) research on the effects of maternal employment, separation and deprivation, and compensatory programs on family and child development, (3) field studies of the family day care arrangement as a social system, of consumer and caregiver attitudes, behaviors, and life circumstances; and observational studies of family day care as a child rearing environment; and (4) demonstrations of intervention programs and support systems for family day care, with special reference to the Day Care Neighbor Service (Portland), the Community Family Day Care Project (Pasadena), information and referral programs, licensing, and agency supervised family day care.

27. A Feasibility Study for a Comprehensive Competency-Based Training and Certification System for Child Care Personnel in the Commonwealth of Pennsylvania. Annotated Bibliography. Appendix A. Final Report. 1972, 43p. ED 072 014

*Annotated Bibliographies; *Day Care Programs; *Day Care Services; Feasibility Studies; *Performance Based Teacher Education; Preschool Teachers; *Teacher Certification; Teacher Education

This 196-item annotated bibliography contains components of a competency-based training and certification system for teachers serving children in Pernsylvania day care programs. It is the appendix of a final report sponsored by the Pennsylvania Department of Public Welfare, Bureau of Child Development. The organizational topics and number of articles under each are: Job Content Data (8), Task Analysis (9), Definition of Competencies, Behavioral Objectives (10), Staffing Patterns (25), Assessment Instruments and Procedures (9), Certification and Licensing (19), Individualized Learning Modules (9), Training Designs (42), Curriculum Development (10), Field-Based Training, Internships (10), Training Techniques (4), Child Care Program Descriptions (20), and other Bibliographic Sources (20).

28. Federal Funds for Day Care Projects. 1972, 98p. ED 070 850

*Day Care Programs; Educational Finance; Federal Aid; *Federal Programs; *Government Publications; Incentive Grants; *Pamphlets; *Program Descriptions

This pamphlet outlines programs to date of Federal agencies that provide funds for day care projects. Developed by the Women's Bureau of the U.S. Department of Labor, these programs are federally funded by seven agencies: (1) Department of Agriculture, (2) Department of Health, Education, and Welfare, (3) Department of Housing and Urban Development, (4) Department of Labor, (5) Appalachian Regional Commission, (6) Office of Economic Opportunity, and (7) Small Business Administration. Each program description includes its funding authorization, a discussion of institutions eligible for the program and the methods of apportioning Federal funds, and an address from which further information may be obtained.

Also available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (S. No.-2916-0010, $1.00)

29. Final Report: Part I - Alternative Federal Day Care Strategies for the 1970's. Summary Report. 1972, 151p. ED 068 153

Bibliographies; *Child Care; *Day Care Services; *Government Role; *Legislation; Planning; *Policy Formation

In view of the need for child care services throughout the country, some alternative Federal day care strategies for the decade are described. Major sections deal with existing child care systems, whether the Federal Government should provide more day care services, whether child development services should be provided in federally supported day care arrangements, an analysis of alternative Federal delivery system strategies for further involvement in the day care industry, and implementation of the recommendations. Emphasis on legislation guidelines, enactment, and impact. Supporting appendices are included on existing day care legislation, costs, challenges in day care expansion, public opinion toward day care, types of care and parents' references, future trends affecting day care and preschool education, and training programs for child care personnel. An annotated bibliography is also included.

30. Ford, Sally P., Ed. Guidelines for Day Care Service. 1972, 40p. ED 066 589
Document not available from EDRS.

*Child Care Centers, Child Care Workers, Community Agencies (Public), *Day Care Programs, *Day Care Services, Facility Requirements, *Guidelines, Private Agencies

This publication, which is an abridgement of "Child Welfare League of America Standards for Day Care Service" (ED 039 019), is intended for those interested in providing day care services for children who need

care outside of their homes for some part of the day. Sections are (1) The Day Care Agency, which includes guidelines for establishing and staffing an agency, finances and fees, and the agency's responsibilities, (2) A Total Service, which defines the purposes of day care, differentiates between group and family care, and discusses the parents' and agency's roles, (3) The Day Care Program, which discusses the staff/child ratio, role of adults, educational activities, and the health program, and (4) The Day Care Facility, which outlines standards concerning the location and indoor and outdoor facilities. A glossary of day care terms is appended.

Availability: Child Welfare League of America, Inc. 67 Irving Place, New York, New York 10003 ($1.00)

31. Fowler, William; And Others. The Development of a Prototype Infant, Preschool and Child Day Care Center in Metropolitan Toronto. Year I Progress Report: Program Development. 1972, 74p. ED 072 855

Child Care; *Child Care Centers; *Child Development; Cognitive Development; Concept Formation; *Day Care Programs; Developmental Programs; Early Childhood Education; Educational Equipment; Infants; Inservice Teacher Education; Language Development; Measurement Instruments; Parent Counseling; Play; Preschool Children; Preschool Education; *Preschool Programs; Program Descriptions; *Program Development; Social Development

The project reported on is designed to develop a model program of infant and child day care in a municipal setting. The development of the program is discussed under the following topics: (1) physical caregiving routines; (2) guided learning through play; (3) supervising children in free play; (4) staff guidance and communication: inservice training; (5) parent guidance; (6) written materials; (7) toys and equipment; (8) experimental week; (9) family life education pilot project; (10) video recording apparatus; (11) outside consultation; (12) developmental learning projects--information concept learning; cognitive style, attribute concept learning, language learning, graduate student seminar projects; and (13) development of specialized program-related measures. The following issues related to day care that emerged from the work on program development are discussed: (1) quality day care vs babysitting; (2) staff rotation vs children's needs for stability of adult-child relations; (3) inservice training of infant-child care staff; (4) conflicting practices between home and day care; and (5) quantity and quality of physical space. References are provided, as are appendices concerning: (1) parent guidance report; (2) outline of topics for family life education program; (3) information concept project; (4) graduate student seminar projects; (5) sample chart of infant stimulation frequency curves; and (6) developmental age groups and teacher-child ratios.

32. Freedman, J.; Trieger, S. The Duke of York Day Care Project. 1968, 36p. ED 067 167

After School Programs; Behavioral Objectives; Behavior Change; *Child Development; Childhood Needs; Community Involvement; Cultural Disadvantagement; *Day Care Programs; *Disadvantaged Youth; Environmental Influences; Handicapped Children; Program Descriptions; Research; *Social Development; Socioeconomic Influences; *Urban Education; Welfare Services

Progress of the children involved in a Canadian day care project is reported, focusing on the day-to-day interaction of the children and any changes in their overt behavior patterns. Particular emphasis is on the adjustment of the inner-city youth to the problems produced by the cultural and economic deprivation of their environment. A brief review of the literature and history of the project are included, followed by the analysis of the project itself, which is acknowledged to be necessarily limited in scope due to the brief time of study and small number of students involved. The project aimed at providing economically deprived youth with individual attention and affection, counseling and play activities conducive to fostering normal, healthy attitudes toward themselves and their environment. Although it is still early to determine the extent of the project's effectiveness, it seems to be successful on the basis of several factors: children's patterns of response, level of physical health, general level of mental and emotional health, and acceptance by both families and the community.

33. Frost, Judith; Schneider, Howard. Types of Day Care and Parents' Preferences. Final Report: Part VII. 1971, 184p. ED 068 195

*Child Care Centers; *Child Development; Data Analysis; *Day Care Programs; *Day Care Services; Evaluation Techniques; Family Environment; Federal Programs; *Parent Attitudes; Research; Surveys; Tables (Data); Technical Reports

Parents' preferences for day care services are compared with the major types of existing day care. Survey data on the types of services parents prefer is first summarized. Then the major types of available day care are described. Finally, each type of care is evaluated on the basis of available data concerning parents' satisfaction with and preference for each type of care as a whole, as well as their attitudes toward individual features of each type of care. The purpose of this evaluation is to provide the federal government with some of the information needed to select and design the delivery system that will expand the nations's supply of day care. Existing data on parents' preferences is not adequate in all areas to be considered. More research into differences in preference among population groups and into the details of those preferences would seem necessary in order to tailor the expanded day care services to individual communities and thus, to assure maximum use nationwide. Three appendixes and a reference list accompany this report. (For related documents, see ED 068 187-194, 196-201.)

34. Gadjo, Henry W.; Hayden, Laurie. 1972 Sodus [New York] Migrant Summer Program. 1972, 46p. ED 071 833

Achievement Tests; Cognitive Development; Consumer Education; *Day Care Programs; *Educational Needs; Individual Needs; *Migrant Education; Reading Programs; *School Surveys; Study Centers; *Summer Programs

The Sodus 1972 Summer Migrant Program entailed many facets to project learning experiences for the migrant of all ages. Its major goal was widening the migrants' experiences so that they might have more control over their own destiny. The 4 major phases to the Sodus Program's operation included the day care center for infants; the Summer Migrant School, which handles children of ages 4 1/2 to 14; the Youth Center, which provided recreation for children through young adults; and a consumer education class, which offered a 12-lesson sewing course for adults. The Summer Migrant School offered programs in music, art, and physical education; health; reading; special education, through the Board of Cooperative Education; and an opportunity for migrant children to attend a day camp offering nature hikes, arts, crafts, games, and group singing--provided and funded by the Seven Lakes Girl Scout Council, Inc. The administration and results of the Wide Range Achievement Test and of a Migrant Children Needs Assessment Survey were additional topics of concern. The findings of the needs survey, which was distributed to summer session teachers and to teachers at the schools where the children have their home base, indicated that teachers of both areas of the country who dealt with the same children felt that although the cognitive domain dealing with the intellectual processes was important, it was more important to emphasize the affective domain of the learners during a summer school program.

35. Gordon, Ira J.; And Others. Child Learning Through Child Play. Learning Activities for Two and Three Year Olds. 1972, 116p. ED 065 206
Document not available from EDRS.

*Child Development, *Childrens Games, *Day Care Programs, Early Childhood, Intellectual Development, Language Development, *Learning Activities, *Parent Participation

Games through which parents, family day-care centers, and large day-care centers can provide learning opportunities for children are presented. The primary aim of these activities is to encourage intellectual and language development. The sections of the book, which are not arranged by age, are as follows: Sorting and Matching Games, Building an Understanding of Patterns, Recognition Games, Word Play, Developing Physical Coordination, Imaginative Play, and Creative Activities.

Availability: St. Martin's Press, Inc., 175 Fifth Avenue, New York, N.Y. 10010 (Cloth, $6.95; Paperback, $3.95)

36. Government Research on the Problems of Children and Youth; Background Papers Prepared for 1970-71 White House Conference on Children and Youth. 1971, 486p. ED 063 013

*Childhood Needs; *Day Care Services; Delinquency, Demography; *Disadvantaged Youth; Family Planning; Federal Programs; Food Standards; Handicapped Children; Health Needs; Nutrition; Population Trends; *Preschool Programs; Research; *Youth Programs

Each of the eight papers in this volume deals with a major problem affecting American children today. The papers are: "Background Paper on Minority Children and Youth";"Background Paper on Special Programs for Handicapped Children and Youth"; "Background Paper on Juvenile Delinquency"; "Jobs for Youth"; "Day Care and Preschool Services: Trends in the 1960's and Issues for the 1970's"; "Background Paper on Health"; "Population Change in the United States and the Development of Family Planning Services"; and "Background Paper on Food and Nutrition."

Also available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 5270-1198, $1.75)

37. Granato, Sam; Krone, Elizabeth. Child Development: Day Care. 8. Serving Children with Special Needs. 1972, 74p. ED 068 185

Behavioral Objectives; *Child Care Workers; *Child Development; Community Resources; *Day Care Programs; Deaf Children; Emotionally Disturbed; Financial Support; Guides; *Handicapped Children; Mentally Handicapped; Parent Participation; Physically Handicapped; Program Planning; *Special Services; Visually Handicapped

This handbook defines children with special needs and develops guidelines for providing services to them. It answers questions commonly raised by staff and describes staff needs, training, and resources. It discusses problems related to communicating with parents, questions parents ask, parents of special children, and communication between parents. It provides guidelines for program development including basic needs for all children, orientation activities, promoting good feelings among children, designing behavior, daily activities, dealing with difficult times in the day care day, evaluation, and follow-through. It gives techniques for dealing with special needs for visually-impaired, hearing-impaired, other physically disabled, and mentally retarded children as well as children with learning disabilities and other emotional problems. Appendices list community resources available to help provide services for children with special needs and a description of what services each gives; a description of local, state and federal funding resources, and a bibliography sectioned according to special problems dealt with in the handbook.

Also available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1791-0176, $0.75)

38. Green, Melinda; Valenstein, Thelma. The Educational Day Care Consultation Program. 1971, 89p. ED 067 157

Career Ladders; *Child Care Workers; Consultation Programs; *Day Care Programs; *Early Childhood Education; *Educational Coordination; Low Income; *Mothers; Nonprofessional Personnel; Research Projects; Schools of Education; Student Teachers; Technical Reports

A research and training program for family day care mothers at the University of Michigan involves both group meetings and individual home consultations by educational consultants, trained community para-professionals. The program is directed toward low income and working class licensed day care mothers and is conducted by the School of Education. Objectives include providing on-site training to licensed day care mothers, developing their sense of competence as professionals, creating a career ladder culminating in a college degree and teacher certification for low income men and women in the field of child care, improving communication between day care workers and natural parents, developing a model program suitable for any community, and developing more professional expertise in the field of child care by using education and social work students who have field placements in the program. In addition to providing details on the research instruments and staff training procedures, the paper also includes appendices on personnel, sample materials, and the research instruments.

39. Grosett, Marjorie D.; And Others. So You're Going to Run a Day Care Service! 1971, 90p. ED 069 351

*Administration; Child Care Workers; Citizen Participation; *Community Involvement; *Day Care Services; Guides; Organization; *Program Planning

A handbook for citizens taking on the responsibility of running a day care program for the first time, starting at the beginning and presupposing nothing, is presented. Sections are provided on: organizing to establish a day care service; getting started as a sponsoring group; functioning as an ongoing board of directors; board-staff relations; labor-management relations; planning successful meetings; what goes into an educational day care program and how to recognize it; and evaluation. A glossary of terms is included. Appendices give detailed material pertaining specifically to New York State and City but applicable to other areas of the country on such topics as: physical premises, seed money resources, request for and steps in incorporation, tax exemption and insurance, by-laws, personnel policies, job description, and check list for board efficiency.

Also available from: Day Care Council of New York, Inc., 114 East 32nd Street, New York, New York 10016 ($3.00)

40. Haith, Marshall M. Day Care and Intervention Programs for Infants. 1972, 72p. ED 080 173
Document not available from EDRS.

*Child Development, Curriculum Evaluation, *Day Care Programs, Educational Objectives, Guides, Handicapped Children, Home Programs, *Infants, *Intervention, *Literature Reviews, Parent Participation, *Preschool Curriculum, Program Descriptions

This guide represents an attempt to organize the available literature on day care programs currently in operation or in the proposal stage for infants under two years of age. Special emphases are placed on program goals for psychological development in the first two years, the curricula which have been developed to accomplish these goals, and the evaluation of these curricula. Ongoing and proposed day care centers are described in regard to purpose, theoretical orientation, subject characteristics, facilities and staffing. Brief mention is made of each program's concern with parent involvement, and then the infant curriculum and the results of curriculum evaluation are described. Home intervention programs are dealt with in essentially the same manner. Some programs are reviewed which have been developed for parent and child centers. These are followed by a brief summary of the literature about day care programs for infants in other countries, in addition to some information on day care for infants with handicaps. The remainder of the book relates some special issues of concern to planners of day care programs and explores some of the methodological problems in much of the current research. Following a list of references, specific lesson plans used in the Weikart and Lambie study are appended. An insert, "Infant Programs at a Glance," symposizes pertinent information about 14 progams.

Availability: Avatar Press, P.O. Box 7727, Atlanta, Georgia 30309 (Paper, $3.25)

41. Handler, Ellen; Fredlund, Janet. Differences Between Highly Satisfied and Not Highly Satisfied Clients of Day Care Centers. 1971, 22p. ED 068 165

Comparative Analysis; Day Care Programs; *Day Care Services; Objectives; Parental Aspiration; Parental Background; Parental Grievances; *Parent Attitudes; *Parent Participation; *Program Evaluation; *Social Workers

This study analyzes the differences between those customers in two types of day care centers who are highly satisfied and who are not. Half were supported by client fees, and half used other sources of funding, e.g. tax support, and private philanthropic support. Parents and teachers of 100 children in day care centers in four different communities were interviewed. Sixty-nine percent were highly satisfied and 31% were not. The group hot highly satisfied tended to have more education. Satisfied parents had used the same center longer than the not satisfied group. The highly satisfied parents gave a parent-related reason for using the

center, while the not highly satisfied group were seeking the center for child enrichment. Although the groups differed little in goals for the day care program, highly satisfied parents were somewhat more interested in socialization and custody and the not satisfied tended to emphasize information and stimulation. Even though satisfied clients had more frequent staff-client interaction, the not highly satisfied involved themselves more in agency decision making. The study concludes that the not highly satisfied minority may constitute an important potential ally for child welfare planners in upgrading the level of day care service.

42. Hart, Annie L.; And Others. Day Care Facts. 1973, 20p. ED 075 631

*Child Care; *Day Care Programs; Day Care Services; Federal Aid; Federal Programs; *Program Descriptions; *Working Women

The need for child care will continue to increase in the decade ahead because of: (1) a growing number of children aged five and younger, (2) the accelerating trend in employment of mothers, (3) increased emphasis on providing child care services for welfare mothers who desire to work, and (4) widespread awareness that a child's early years are of crucial importance to his or her future. This booklet has been updated to highlight the need for day care services and to describe the major efforts by all levels of government, unions and employee organizations, educational institutions, business and industries, hospitals, and other public and private programs. An earlier edition of this booklet is available as ED 050 245.

43. Hedrick, James L.; Fatland, Gary. Challenges in Day Care Expansion. Final Report: Part V. 1971, 60p. ED 068 193

*Child Care; Child Care Workers; Child Development; *Day Care Programs; *Day Care Services; Disadvantaged Youth; *Early Childhood Education; Facility Requirements; Federal Aid; *Federal Programs; Low Income Groups; Program Costs; Research; Research Needs; Teacher Education; Technical Reports

This paper presents a discussion of challenges to the rapid expansion of a federally sponsored day care program. The analysis has centered upon the policy issue of choosing the ideal blend of governmental reliance upon the private day care market, governmental support to the private day care market, and governmental funding and operation of day care facilities. This issue is discussed from the perspective of the federal government, in terms of both legislation and regulation, and from the perspective of a local administering agency. For the latter, the focus is on local planning of a day care system. The intent is to provide a framework with which to properly allocate limited resources in such a way as to avoid the usual problems associated with a rapidly expanded governmental program. (For related documents, see ED 068 187-192, 194-201.)

44. Host, Malcolm S.; Heller, Pearl B. Child Development: Day Care. Administration, Number 7. 1971, 155p. ED 063 017

*Administrative Organization; *Business Skills; *Child Care; *Child Development; *Day Care Services; Management; Manuals

The organizing and administering of day care services are the focus of this handbook. The three parts of the handbook are: (1) Organizing Day Care Services (Starting a Day Care Program, The Board of Directors, and The Staff); (2) Components of Day Care Services (Purpose, Objectives and Evaluation of Day Care Programs; Health and Medical Program; Environmental Safety; Social Services; Psychological Services; Parent Involvement; Volunteers in Day Care Programs; and Family Day Care); and (3) Business Management of Day Care Services (Fees for Day Care Service, Decentralized Budget Development and Administration, Payroll Management, Managing the Purchasing and Distributing Services, Other Desirable Business Management Practices, and The Operations Manual).

Also available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1791-0161, $1.25)

45. How to Operate Your Day Care Program. 1970, 216p. ED 069 382
Document not available from EDRS.

*Administrative Organization, *Child Care Centers, Child Care Workers, *Day Care Programs, Educational Administration, Educational Planning, *Guidelines, Objectives, Organization, Planning, *Program Administration

Originally written to assist communities in Pennsylvania in the design and implementation of comprehensive child development day care programs to meet Federal Inter-Agency guidelines, this manual is geared to the specific needs of the administrator and is equally valuable for any program, large or small, public or private. Section I is on the selection and administration of personnel, with subsections on personnel selection committees, job descriptions, advertising, personnel selection and screening criteria, and administration. The second section on office management deals with budgeting, purchasing, record keeping, and insurance contracts. Part III discusses the recruitment of children-selection criteria, methods and intake. Part IV on setting up the day care program gives chapters on the advisory committee, inter-group relations, infants and toddlers, preschool and school-age groups, health, nutrition, social services, and parent and volunteer involvement. The fourth section on training personnel outlines purposes, goals, procedures, methods, content, and career development. The final evaluative section considers staff, children, physical environment, daily program, parents, office management, governing board, supportive services, strengths, weaknesses, and priorities.

Availability: Ryan Jones Associates, Inc., 906 Penn Avenue, Wyomissing, Pa. 19610 ($10.00 plus $1.00 postage)

46. Howard, Norma K., Comp. Day Care: An Abstract Bibliography (Supplement #1). 1972, 59p. ED 069 402

Administration; *Annotated Bibliographies; *Bibliographies; *Child Care; Child Care Centers; Child Development; Citation Indexes; *Day Care Programs; Educational Research; Environmental Influences; Equipment; Evaluation Methods; Government Role; Health Services; Instructional Staff; Parent Role; Standards

This updated abstract bibliography includes entries from "Research in Education" and citations of journal articles in "Current Index to Journals in Education," selected from the subject term index under Day Care Programs or Day Care Services. Topics discussed include: family day care, day care centers, child development, staff, standards, administration, equipment, parent participation, health services, physical environment, Federal and State aid, and methods of evaluation. Those items available through the ERIC Document Reproduction Service are indicated by ED numbers given the citation; addresses are given for those available from other sources. The items are generally dated from 1969 to 1971. In addition, an alphabetical list of the 44 journal articles, information about the ERIC clearinghouses and their addresses, and order information from ERIC Document Reproduction Service are included.

Also available from: College of Education Curriculum Laboratory, University of Illinois, 1210 W. Springfield Ave., Urbana, Ill. 61801 (#1300-33, $0.95)

47. Honig, Alice S.; Lally, J. Ronald. Assessing Teacher Behavior with Infants in Day Care. 1973, 21p. ED 075 505

Behavior Patterns; Classroom Observation Techniques; *Day Care Programs; *Educational Environment; Evaluation Techniques; Formative Evaluation; *Infants; Interaction Process Analysis; *Low Income Groups; Objectives; Rating Scales; *Teacher Behavior

The program of the Syracuse University Children's Center for the design and maintenance of an optimal living and learning environment for infants from 6 to 36 months from low-income families is presented. A checklist, Assessing the Behaviors of Caregivers (ABC) was designed to gather evidence for the extent to which teaching staff actually provided the inputs which had been articulated as specific goals of the "Infant-Fold." The checklist contains 40 items divided into seven categories. Ss were five caregivers working in the "Infant-Fold" during observation. The ABC scale is administered by an observer who tallies the behaviors of the Ss during several two-minute rating periods. As a formative evaluation technique, ABC is recommended for widespread use to monitor the quality of day care and educational programs for infants and to improve the quality of that input on a continuing basis.

48. Hutchinson, Shauneen, Comp. Major Aspects of Day Care: Statements and Articles. 1971, 64p. ED 078 890

*Child Care; *Day Care Programs; *Day Care Services; *Federal Legislation; Foreign Countries; Industry; Mothers; *Publications; Working Parents

Published material concerned with various types of day care are provided. The material has been separated into four different sections: (1) General, which describes underlying policy, trends, and the present status of day care in the United States; (2) Working Mothers, covering day care arrangements made by women in the labor force; (3) Foreign, describing various types of day care in operation outside the United States; and (4) Corporate, which describes the growing interest of business in day care. Other material that is relevant is cited and briefly discussed. The articles provided are: "Day Care Centers: Hype or Hope?" by Gilbert Y. Steiner, "Federal Child Care Corporation" a Senate Finance Committee Print Print, "Child Care" a Senate Finance Committee Print, "Mother's Helper--Day Care Centers Find Favor as More Women Flock into Work Service" an article in the Wall Street Journal, "Child Care Arrangements in Other Countries: Sweden" from the Congressional Record, "Child Care Arrangements in Other Countries: France" from the Congressional Record, "Minding Their P's and Q's: In Day Care, Profit and Quality Go Hand-in Hand" from Barrons, "The Children's Hour: Day Care Centers are Wunderkinder' on Main and Wall Streets" from Barrons, "Learning Their ABC's: Making the Grade in Day-Care Centers Isn't Always Easy" from Barrons, and "Corporate Care for Kids" from Fortune. (Several articles that appear in the Table of Contents are not available for reproduction at this time; however, an availability statement is provided for each one.)

49. Kagan, Jerome; Kearsley, Richard. Effects of Day Care on Early Child Development. Progress Report. 1973, 83p. ED 081 492

Affective Behavior; Caucasians; *Child Development; Chinese Americans; Cognitive Development; *Comparative Analysis; *Day Care Programs; Lower Class; Middle Class; *Multilingualism; *Preschool Tests; Social Development; Spanish Americans

A research project attempted to discover whether residence in the Tremont Day Care Street Infant Center for 27 months had any significant effect on the cognitive, social and affective development of infants. Children entered this multilingual day care setting at 3 1/2 months and were from Chinese-speaking, Spanish-speaking, or English-speaking homes. Three matched groups of children received different treatments: (1) 28 attended the Tremont Street center, (2) 28 were raised at home, and (3) 10 were in custodial day care programs. Preliminary research results are discussed in this progress report. Interpretation is largely concerned with maturational processes that appear to significantly affect the child's reactions to change in habituated events. Most of the report is concerned with assessment and data analysis, although some logistical issues are reviewed.

50. Kassel, Myrna Bordelon. Neighborhood-Based Child Care Services for the Inner City. Manpower for the Human Services. 1971, 82p. ED 066 573

*Career Ladders; *Child Care Workers; Community Programs; Community Services; Culturally Disadvantaged; *Day Care Services; Disadvantaged Groups; Human Services; Inner City; *Manpower Development; *Models; Neighborhood Centers; Occupational Mobility

This monograph is the fifth in a series summarizing the work progress of the Human Services Manpower Career Center, a special research and development project funded by the U.S. Department of Labor. This report describes the action taken by a committee of child care workers, educators, welfare mothers, manpower specialists, and concerned lay citizens in: (1) developing a neighborhood-based program model for providing comprehensive child care services to disadvantaged inner city families, and (2) designing a manpower development and staffing plan which would open career opportunities in child care for welfare mothers and other residents of inner city neighborhoods. The recommendations from the committee call for a network of child care mini-centers to be supervised by a central support unit. The program model includes comprehensive school services to school aged children and parents, with full utilization of the resources of other community human services agencies. The document includes a staffing plan, a career development component, and an implementation strategy along with a description of how one community organization adapted the model for its residents. Other monographs are available as ED 066 568 and ED 066 572 in this issue.

Also available from: Office of Research and Development, U.S. Manpower Administration, Washington, D.C. 20210

51. Keister, Mary Elizabeth. A Demonstration Project: "The Good Life" for Infants and Toddlers. 1969, 52p. ED 067 148

Child Care Workers; Child Development; Comparative Analysis; *Day Care Programs; *Day Care Services; Demonstration Projects; Environmental Influences; Evaluation Methods; Group Experience; Individual Needs; *Infants; *Nursery Schools; Physical Health; *Preschool Programs; Program Descriptions; Resource Materials

In response to requests for information on a city day-care program, a demonstration project for infants and toddlers, the Demonstration Nursery Center at the University of North Carolina, is reported. Physical makeup of the facilities is described, along with daily procedures and staff activities. To study the effects of day care on babies, a comparison was made with a non-nursery control group. Almost no differences were found in the areas of physical-medical, mental-motor-sensory, social, and emotional-personality development. The low rate of illness and absenteeism and the general satisfaction of the parents seem to indicate the lack of negative effects on young children of day care.

The key concept is quality care, reproducing as much as possible the home environment and the best features of the "establishment" well-functioning nursery school. Quality is stressed in relationships, play experiences, and health care (by means of a Sick Bay). Goals still to be achieved are in areas of innovation in involving parents and grandparents, learning and social development in a mix of age levels in a group, and cost accounting.

Also available from: NAEYC Publications Department, 1834 Connecticut Avenue, N.W., Washington, D.C. 20009 ($1.50)

52. Keyserling, Mary Dublin. Windows on Day Care. A Report on the Findings of Members of the National Council of Jewish Women on Day Care Needs and Services in Their Communities. 1972, 248p. ED 063 027
Document not available from EDRS.

*Child Care Centers, Childhood Needs, *Day Care Services, *Mother Attitudes, *National Surveys, *Preschool Children, Social Problems of Working Women

The findings of surveys conducted by members of 77 Sections of the National Council of Jewish Women as to existing day care needs and services in their communities are reported. Chapter I of the report presents The Plan of the Report and Highlights of Findings and Recommendations. Chapter II summarizes highlights of what is now known about the arrangements made by mothers who obtain day care services for their children. It also indicates the extent to which present child care facilities throughout the Country fail to meet existing and anticipated needs. The need for day care in the localities surveyed is presented in Chapter III. Chapters IV, V, and VI summarizes what survey participants saw when they visited proprietary and non-profit day care centers and day care homes. In Chapter VII, what Council members learned when they talked with mothers about day care needs and problems is reported. Chapter VIII offers illustrations of what Council Sections are doing in their communities to help expand and improve day care services. Chapter IX presents recommendations for action at the national, state, and local levels. The two appendixes are: 1. Sections Which Participated in the Windows on Day Care Project and Names of Day Care Committee Chairmen; and 2. Excerpts from Windows on Day Care Kit for Council Sections.

Availability: National Council of Jewish Women, 1 West 47th Street, New York, N.Y. 10036 ($2.00; quantity orders of 50 or more, $1.25 each)

53. Kilmer, Sally; And Others. Measurements of Impacts of Child Care Programs. Volume 3. Final Report: Part II. 1971, 138p. ED 068 189

*Child Care; *Child Development; *Day Care Programs; Economic Factors; Elementary School Students; Emotional Development; Evaluation Techniques; Infants; Intellectual Development; *Measurement Instruments; Parent Participation; Physical

Development; Preschool Children; Program Effectiveness; *Program Evaluation; Research; Social Development; Social Factors; Tables (Data); Technical Reports; Tests

An appendix to a report entitled "Alternative Federal Day Care Strategies for the 1970's," this volume identifies and reviews possible measures of specific impacts of child care in such areas as the social, emotional, physical and intellectual development and the educational attainment of children; the child rearing attitudes and employment status of parents; the income of families; and the cost to the government. The sections of the volume are as follows: 1. Introduction; 2. Measuring the Impacts of Child Care Programs on Children; 3. Measuring Impacts of Parent Participation Programs; and 4. Measuring the Economic Impacts of Day Care on Family and Society. The eight appendixes to the volume are: Discussion of the Measurement of Social Impacts (Impact Assessment Techniques are presented in a table); Tests for Preschool and Kindergarten Children Being Evaluated by the Center for the Study of Evaluation, University of California at Los Angeles; Examples of Impact Measures Used with Children in Day Care Settings (presented in tabular format); Examples of Impact Measures Used with Children in National Studies (in tabular format); An Overview of Child Measures Proposed for Use in ETS-OEO Longitudinal Study (in tabular format); Examples of Impact Measures Used with Children in Small Research Studies (in tabular format); Measurement of the Impact of Parent Participation in Child Care Programs (in tabular format); and References. (For related documents, see ED 068 187, 188, 190-191.)

54. Krug, Doris N.; And Others. Evaluation of the Office of Economic Opportunity Child Development Center. 1972, 227p. ED 080 168

Child Care Centers; *Day Care Programs; Fringe Benefits; Participant Characteristics; *Participant Satisfaction; *Program Attitudes; Program Evaluation; Rating Scales; *Selection; Technical Reports

A study was conducted to evaluate parents' reactions to and utilization of the Child Development Center (CDC) sponsored by OEO for its Washington, D.C. based employees. Interviews were conducted with all 43 users of the CDC (22 OEO employees and 21 employees of other Federal agencies) and with 137 other OEO employees who are parents of young children. Fifty-four of the latter group were chosen as the comparison group. Several types of analyses were conducted: (1) development of a general profile comparing OEO CDC users to users of other types of day care; (2) estimate of need and effective demand for the OEO CDC; (3) estimates of the economic benefit to OEO; (4) analysis of user satisfaction and comparison to the satisfaction reported by users of other arrangements; (5) analysis of key factors affecting day care decisions and the trade-offs among them; and (6) comparison of the results of this study to the evaluations of two other federally sponsored day care centers, to findings from the OEO national day care survey of 1970, and to the Massachusetts Early Education Project.

55. Lally, J. Ronald. Development of a Day Care Center for Young Children: Syracuse University Children's Center. 1971, 90p. ED 067 152

*Child Care Centers; *Cognitive Development; *Day Care Programs; *Disadvantaged Youth; Family Environment; *Home Visits; Infancy; Intervention; Learning; Nutrition; Research; Social Development; Socioeconomic Influences; Statistical Data; Technical Reports; Urban Environment

Experiences with a day care center indicating the need for sensitivity to the basic problems facing multi-problem families are reported in a review of an urban day care center for young children. Anecdotal records of the population involved are presented, followed by data from a perinatal home visit program which focused on nutrition. Cognitive data are reported which indicate the developmentally enhancing effect of the perinatal program, and socialization variables which serve as predictors of cognitive achievement scores are also detailed. Developmental data findings further support early intervention as a means of enhancing cognitive development.

56. Lally, J. Ronald; And Others. Training Paraprofessionals for Work with Infants and Toddlers. 20p. ED 066 215

Child Care Centers; *Child Care Workers; *Day Care Services; Disadvantaged Youth; Low Income Groups; *Nonprofessional Personnel; *Personnel Selection; Preschool Children; *Training Techniques

This report describes the use and training of paraprofessionals at the Syracuse University Children's Center. The Center's primary task is supplying supportive services to low-income families and provides, as part of their day care experiences for the children and their families, staff from various backgrounds and situations so that the children are exposed to many different life styles, personalities, and cultures. Portions of this report on paraprofessionals are devoted to their selection and the method of selection, and training, including prerequisite decisions, availability of materials, training techniques, what the trainers should be alert for, training areas, preservice and inservice training areas, and training spinoffs for people and programs.

57. Larson, John C. Extended Day-Care Attendance and First Grade School Performance. 1973, 23p. ED 078 947

*Academic Achievement; *Child Development; *Day Care Programs; Grade 1; Parental Background; *Performance Tests; *Psychological Studies; Speeches; Statistical Analysis; Teacher Attitudes

The relationship to first grade ability and achievement levels of children with day-care attendance for as long as five years prior to entry into the first grade was studied. In particular, the study was concerned with

the potentially harmful effects of prolonged program attendance itself as a form of maternal separation rather than with speed and efficiency of development as a result of some curriculum. Children who had attended state-operated day-care programs in Czechoslovakia were chosen as the study population. Sixty children from four first grade classrooms (30 males and 30 females) were administered six tests. In addition, each child's report card total grade was recorded, and an indirect measure of the teacher-child relationship was obtained. Seven dependent variables (IQ, picture vocabulary, social information, reading, arithmetic, report card game, and teacher perceived attitudes) and seven predictors (sex, birth order, mid-parent education, maternal separation, years of attendance in day care, and teacher differences) were used in the statistical analysis. The results of the study showed that the type of day-care program experienced by these children lies below the threshhold of harmful effects on first grade general ability and achievement measures. Certain of the child's own characteristics, as well as parents' education and first-grade teacher influences, appeared to be relatively more effective in predicting the outcome measures than were maternal separation and day-care attendance as characterized in this study.

58. Lay, Margaret Z.; Meyer, William J. Effects of Early Day Care Experience on Subsequent Observed Program Behaviors. 1970, 60p. ED 068 149

*Behavior Development; Child Care; *Child Development; Comparative Analysis; *Day Care Programs; Disadvantaged Groups; *Early Experience; Interaction Process Analysis; *Measurement Techniques; *Nursery Schools; Preschool Children; Sex Differences; Statistical Data

To determine if there are discernable effects on children of a group child-care program, the performance of 20 children, 3 to 4 years 10 months of age, who had been cared for in a day-care center from the age of 6 months is compared with that of 20 matched children with no prior day-care program experience. The 40 children participated in activities carried on in three program areas--an active area, an expressive area, and a task-oriented area. For an 8-month period, observations were obtained on all children on a point-time sampling basis; that is, during a set period of one minute, the observer noted the children's behavior in regard to (1) children's choice of locations in the program setting, (2) interaction with peers, and (3) interactions with adults. An analysis of variance was performed on the data. The findings of the study showed that (1) there were significant differences between children with prior child-care experience and those with no prior experience: children with prior experience were located in the active area more frequently; prior-experience children were located in the expressive area and in the task area less frequently; there was more verbal interaction with a peer by the prior-experience children and they also showed more positive peer interaction; (2) there were no significant differences between the two groups in regard to time spent in snack, invitational, or outdoor play areas; in gestural or tactile interaction; and in any

dimension of adult interaction; and (3) there were sex differences on time spent in active and expressive areas and as recipients of social interaction. It is concluded that the stimulating early day-care programs had significant impact on the childrens' functioning and preferences. Tables and figures present the data.

59. Lay, Margaret Z.; Meyer, William J. Teacher/Child Behaviors in an Open Environment Day Care Program. Final Report. 1973, 103p. ED 083 294

*Behavioral Objectives; Comparative Statistics; *Day Care Programs; *Early Childhood Education; Graphs; *Observation; *Statistical Analysis; Technical Reports

A limited set of behaviors of three-, four-, and five-year-old children were observed in a day-care program designed to permit the children a maximum of freedom for environmental encounters. The sample consists of 20 children with day-care experience dating back to infancy and a group of 20 children (a contrast group) without prior day-care experience. Two categories of observed behaviors are reported: (1) the children's use of three major activity areas, and (2) social interactions. The data indicate that differential use of the areas is a function of both prior experience and sex, and that the dating back to infancy children emit more positive social behaviors than the contrast group. Attempts to show relationships between the observed behaviors and IQ indicated no correlations. A series of 48 serial correlations were run using individual children. These analyses showed variation among the behaviors in the degree to which entering behavior influences later behavior. Serial correlation patterns were not apparently influenced by age, sex, or entering intellectual ability.

60. Licensing Your Community Child Care Center. 1972, 17p. ED 069 364

*Certification; *Child Care Centers; *Community Programs; *Day Care Services; Government (Administrative Body); Guidelines; Local Government; Organization; Planning; State Government; *State Licensing Boards

The guide is intended to assist community groups in developing preschool programs, offering an outline of some of the procedural steps in organizing a child care program and a description of typical regulations found in State licensing codes governing establishment of such a center. Specific information is given on who may operate a child care center, the general steps necessary to open a center, licensing requirements that must be met, procedures for becoming licensed, and how to begin. It is pointed out that the development of a community program is not simple and that special arrangements may sometimes be necessary, such as establishing a coalition of several community groups or using an established well-known organization to act as fiscal agent on a temporary basis. Additional resources on licensing are listed.

Also available from: National Urban League, 55 East 52nd Street, New York, N.Y. 10022 (single copy free)

61. Manual for Evaluating Day Care Centers. 1971, 56p. ED 068 181
Document not available from EDRS.

*Child Care Centers, *Child Welfare, Data Collection, *Day Care Services, *Evaluation Methods, *Government Role, Methods, Socioeconomic Status, Technical Reports, Urban Environment

Procedures for evaluating day care centers are described, formulated specifically with regard to the information available through, and planning requirements of, the Syracuse Model City Agency. The first chapter discusses some problems involved in providing adequate day care services on the national level, the city level, and within the Syracuse model city area. The second describes a rationale for the assessment of day care centers and presents a brief history of their role in the American economy. Chapters three and four on data collection describe recommended evaluation procedures with instruments and suggestions on how to use the procedures. The fifth chapter deals with the application of these procedures.

Availability: National Technical Information Service, Springfield, VA 22151 (Microfiche, $0.95; Paper Copy, $4.50, PB-206 271)

62. Mattick, Ilse; Perkins, Frances J. Guidelines for Observation and Assessment: An Approach to Evaluating the Learning Environment of a Day Care Center. 1973, 65p. ED 080 172

Child Care Centers; *Day Care Programs; Day Care Services; Educational Environment; *Guides; *Observation; Peer Relationship; Physical Environment; Preschool Education; Program Content; *Program Evaluation; Student Teacher Relationship

This guide is designed to assist in evaluating the learning environment of a day care center through observation. For the purposes of this guide, various aspects of the day care program are divided into categories, which in turn are divided into issues (essentials for which data can be obtained by observation. Categories and issues are as follows: (1) physical setting--spatial structure (use of space), materials, temporal structure (timing); (2) interactional setting (relationships)--teacher-child, child-child, staff, and teacher-parent; and (3) program--curriculum content, teaching strategies, and socio-emotional climate. Each issue is followed by a series of numbered questions, called variables, to be used in evaluation of that issue. Some suggested reading is listed in the introductory matter.

Also available from: Day Care and Child Development Council of America, Inc., 1401 K Street, N.W., Washington, D.C. 20005 ($1.75)

63. Mazyck, Aurelia; And Others. Hidden Treasure; Parents Search for Quality in Programs for Infants and Toddlers. 33p. ED 063 045

*Child Care Centers; *Day Care Programs; Environmental Influences; Health Services; *Infants; Language Development; Nursery Schools; *Parent Participation; Physical Development; *Preschool Children; Skill Development; Staff Utilization

The things that one can see in a child care program that identify it as a good program for babies and their families are described. The two main questions that are answered are: What is quality in an arrangement for infant care? and How is a parent to recognize it when it is found. The topics discussed are: (1) Involvement with Parents, Home, and Family; (2) Easing Separation from Home and Family; (3) Attention to Health, Safety, Physical Well-being; (4) Workable Plans for Times of Illness; (5) Adults with Continuing Contact with a Small Number of Babies; (6) Importance of Playtime; (7) Importance of Talking; (8) Richness in the Surroundings, Variety, New Experiences; (9) Freedom to Explore and to Use New Skills; (10) Time Alone for "Moments of Peace"; (11) Limits and Some Frustrations and Help in Coping with Them; (12) Order and Consistency, Color and Action, Encouragement and Praise; and (13) Respect for Individuality. A brief bibliography listing additional material about infant-toddler care is provided.

Also available from: Infant Care Project, Institute for Child and Family Development, Univ. of North Carolina, Greensboro, N.C. 27412 (Script plus set of 100 color slides, $50.00; Script only, $3.00. Payable to Infant Care Project, UNC-G)

64. McCandless, B. R. Demonstration: Male Workers in Day Care. Demonstration Project Progress Report. 1972, 48p. ED 072 873

*Adolescents; Behavior Development; *Child Care Workers; Childhood Needs; Cognitive Development; Concept Formation; *Day Care Programs; *Demonstration Projects; Disadvantaged Youth; Early Experience; *Males; Preschool Education; Program Descriptions; Role Perception

A demonstration project using young men as day care workers in the Early Learning and Child care centers in Atlanta is described. The proposal for the demonstration project and a progress report are given. Four white advantaged and four black disadvantaged male high school students were recruited to work as caregivers for black and white boys and girls, aged 4 months to about 6 years. Each young man works five hours every week day. During the preservi training they were given an initial concentrated introduction to early childhood teaching. They then began work under the supervision and guidance of a lead teacher. Training is continued in weekly inservice sessions where performances are discussed and improvements suggested. They also have weekly project discussion sessions with the administrators of the Project. Three areas will be tested and evaluated: (1) the demands made on male and female caregivers by male and female preschoolers of disadvantaged and advantaged

backgrounds, using the new Interaction Check List; (2) sex typing, using the It Scale for Children, Modified Rabban Toy Preference Test, Biller Rating Scale, and Draw-A-Person Test; and (3) competence, using the McCandless Intensity of Involvement Scale, Children's Embedded Figures Test, and Nowicki-Strickland Locus of Control Scale. [Not available in hard copy due to marginal legibility of original document.]

65. New Forces Shaping Child Care. 1972, 17p. ED 067 158

*Child Care; Child Development; Childhood Needs; *Day Care Programs; *Early Childhood; *Government Role; *Parent Conferences; Parent School Relationship; Parent Teacher Cooperation; Speeches

In an address to local, state, regional, and national groups involved with child care, characteristics of some of the programs are explained in an effort to develop a broad based national coalition for a system of universally available child care. Head Start, Title IV-A of the Social Security Act (amended) day care, and church-related day care programs are described. A statement of principles of the Day Care and Child Development Council of America toward the goal of locally controlled, publicly supported, universally available child care systems is presented, along with actions of the National Parent Federation regarding legislation for these kinds of services. The importance of parent and staff cooperation is stressed in order to achieve an adequate child care program, which is an economic issue, an innovative approach to correcting old social weaknesses, and a political issue.

66. The Office for Children: A New Approach to the Development of Children's Services in Massachusetts. 1973, 7p. ED 078 894

Certification; *Child Care; *Child Welfare; Community Service Programs; *Day Care Services; *State Agencies; State Legislation; State Standards; *Statewide Planning

The Office for Children in Massachusetts, created by a state law in 1972, is a unique approach to children's services. A strong point of the legislation creating the Office is a provision that mandates the establishment of local councils for children across the state. The Office for Children plans to establish 35 to 40 local councils. The local councils will have the power to review budgets and funding proposals, to evaluate and monitor programs, to develop information and referral services, and to make recommendations on needs and priorities regarding children's services. These recommendations will form the basis of the policies and priorities adopted. In addition to the local councils, a state-wide council on children will consist of representatives from each local council and enough additional appointments to insure strong consumer representation at the state level. The state-wide council will serve as a forum and advocate for issues that affect the common interests of the children across the state. It is expected that at least half of the councils will be established by

June 1973, and that all will be operating before the end of the year. One of the immediate goals of the Office is to stimulate the creation of local supportive services for children who are in immediate danger of institutionalization. Other responsibilities of the Office are: to set standards for all child care centers and systems, provide for inspections of facilities, review state budgets involving children's services and make recommendations, draw up guidelines for the development of day care services in the state, and others.

67. Open the Door...See the People. A Descriptive Report of the Second Year of the Community Family Day Care Project. 1972, 257p. ED 071 737

Age Groups; Certification; Change Agents; *Child Care Workers; Childhood Needs; *Child Welfare; *Community Programs; *Day Care Programs; Early Childhood; Elementary School Students; *Family Environment; Group Experience; Infants; Learning Processes; *Mothers; Parent Reaction; Preschool Children; Program Effectiveness; Surveys

The second year of the Community Family Day Care Project, begun in August 1970, to test the belief that group day care is the best way to provide care of children of working parents is discussed. The tasks for the second year were to demonstrate the feasibility of improving quality, stability, continuity, and flexibility in an existing network of Family Day Care (FDC) homes in the Pasadena area. The five parts of the report and their chapters are: Part I--1. The First Year, a Brief Review; 2. The Second Year's Objectives and People; 3. Filling the Gaps, Day Care for Infants and School Children; 4. Beyond the Call of Duty, the Special Services Given by Family Day Care Mothers (FDCMs); 5. What Makes FDC Homes Good Places to Learn; Part II--6. The Licensing Game, How to Win Without Actually Cheating; 7. Cost Issues, Catch 22; 8. Special Needs Children, a Problem for Everyone; Part III--9. Intervention Strategy, Several Approaches; 10. An Organization is Born; 11. Community Involvement, a Two-Way Street; 12. Field Demonstration Assistants, the Students' Role; 13. Field Service Representative, the "Fix-It Man"; 14. Center Meetings, We Change Our Role; 15. Field Faculty, FDCMs Help Each Other; 16. Certificate Course, Success with some Reservations; 17. The Referral Service, a Problem in Matchmaking; 18. Other Support Services; Part IV--Conclusions and Recommendations. Eight appendixes and a bibliography conclude the report.

68. Prescott, Elizabeth. A Comparison of Three Types of Day Care and Nursery School-Home Care. 1973, 11p. ED 078 910

Behavior Patterns; *Child Care; Child Development; *Comparative Analysis; *Day Care Programs; *Nursery Schools; Observation; Preschool Education; Self Directed Classrooms; Technical Reports

A study was conducted comparing young children's experiences in three types of day care--closed structure, open structure and family--with their

experiences in home care supplemented by part-time nursery school. A total of 112 children, aged 2 to 5, were observed, each for 180-200 minutes. Eighty-four were selected from 15 day care centers, half having open and half having closed structures. Fourteen children came from 14 family day care homes. Fourteen were children from intact families who spend half the day in nursery school and half at home. The Day Care Environmental Inventory was designed to permit immediate coding of two levels of behavior--the mode of behavior every 15 seconds and activity segments of which the 15-second codings are a part. Differences between types of care were found in the availability and usefulness of adults, opportunities for autonomy and initiative, supports for self-esteem, and opportunities for cognitive engagement. Closed structure group day care appears to provide clear limits and adult input to which children must attend, but it appears to be somewhat lacking in opportunities for autonomy and initiative, in positive adult-child interaction, and in supports for self-esteem. Open structure group care offers opportunities for child-child interaction and more autonomy and initiative, but adult input and opportunities for cognitive engagement are low. Family day care and nursery school-home care are similar in that adults are more available to children than in group care and opportunities for autonomy and initiative are higher. Supports for self-esteem are also high.

69. Prescott, Elizabeth; And Others. Who Thrives in Group Day Care? Assessment of Child-Rearing Environments: An Ecological Approach. Part 2 of Final Report. 1973, 132p. ED 076 229

*Behavior Patterns; Behavior Rating Scales; *Day Care Services; *Observation; *Preschool Children; Preschool Education; Social Behavior; *Success Factors; Technical Reports

A study was conducted to observe the behavior of preschool children (1) varying in age, sex and identified by teachers as thriving or not thriving; (2) in day care programs differing in mode of choice-making, i.e., teacher initiates or child initiates; (3) in the context of an analysis of physical setting and program structure; and (4) in terms of a logical categorization of possible modes of response, i.e., rejection, thrusting, responding, integrating. The Day Care Environmental Inventory was used to record observations. Ss consisted of equal numbers of thriving, average, and non-thriving children at seven open and seven closed structure day care centers. Analyses of observations are grouped as follows: characteristics of children--age differences, sex differences, differences by thrive rating, and teacher card sort; program structure; and patterns of children's behavior. A non-thriver, an average child, and a thriver at each of four centers are described, and the effect of each center on children is discussed. The three most closed centers, a moderately closed center, the borderline centers, and the two most open centers are examined. The characteristics of the children and the characteristics of the centers are also considered in their relation to the question of who thrives in day care. (For related document, see ED 076 228.)

70. Proceedings of the Governor's Working Conference on Day Care (November 22-23, 1971). 1971, 80p. ED 068 710

*Child Care Centers; Community Coordination; Conferences; *Day Care Programs; *Day Care Services; Handicapped Children; Low Income Groups; Program Costs; Retarded Children; Sheltered Workshops; *State Programs; Workshops

The status of day care in Illinois is described in the presentations and workshop summaries of this conference. The state day care budget was close to $50 million for fiscal 1972, almost triple the previous year's amount. Illinois has day care programs for mentally handicapped children, children from low income families, the normal child, and so on. Of all the publicly funded day care programs, those serving the mentally retarded have increased more rapidly than any others. For handicapped children age 16 and over, day care may be in sheltered workshops. However, there are few programs for the emotionally disturbed, and the most neglected of all may be the children of migrant families. The presentations in this document discuss all aspects of day care in Illinois, including what kind of programs would be most useful, long-term planning, regulation, costs and financing, and performance evaluation. The closing session of the conference recommended support of the Brademus-Mondale Comprehensive Child Care Bill.

Also available from: Office of Community Relations, Department of Children and Family Services, 524 South Second Street, Springfield, Illinois 62706

71. Report on the Atkinson College Child Care Planning Survey. 1973, 33p. ED 078 944

*Child Care; College Students; *Day Care Services; *Institutional Research; Program Planning; Questionnaires; *Student Needs; Surveys

A survey was conducted to determine: (1) whether there is a need for on-campus child care facilities among Atkinson College students; (2) when such facilities would be used; (3) what kind of administration would be preferred; and (4) how much users might be prepared to pay for these facilities. Data were gathered via questionnaires mailed to a systematic random sample of students. A total of 561 questionnaires were completed, yielding a completion rate of 70%. Results showed that: (1) there is a clear need for evening child care facilities for students; (2) although not in as great a demand as evening care, day care facilities should also be considered; (3) preference was shown for board-run child care facilities as opposed to all professional or cooperative administrations; and (4) although respondents were not asked what they would be willing to pay for child care reveal that only 48 students mentioned paying for child care. Answers to specific questions and a copy of the survey questionnaire are provided in appendices.

72. Rights of Children, 1972: Hearing before the Subcommittee on Children and Youth of the Committee on Labor and Public Welfare. United States Senate Ninety-Second Congress. Part 2: Appendix - Selected Readings on Child Abuse and Day Care. 1972, 823p. ED 071 740 Document not available from EDRS.

Bibliographies, *Child Abuse, Child Care Centers, *Child Welfare, *Day Care Programs, Guides, Publications, *Resource Materials, Social Problems, *State Legislation

Some of the basic documents that shed light on the incidence and legal aspects of child abuse are provided in this appendix. In addition, a report "Windows on Day Care" issued by the National Council of Jewish Women is provided. The contents of the two parts of this appendix are as follows: Part I. Child Abuse: Section I. Introduction; The Laws for Reporting Child Abuse; Section II. State-by-State Report; Section III. Analysis and Comments; Section IV. Selected Language (drawn from existing legislation); References; and Part II. Day Care: "Windows on Day Care"--I. The Plan of the Report and Highlights of Findings and Recommendations; II. The Magnitude of Day Care Needs--The National Picture; III. Windows on Local Day Care Needs; IV. Windows on Proprietary Centers; V. Windows on Non-Profit Centers; VI. Windows on Day Care Homes; VII. Council Members Talk with Mothers about their Day Care Problems; VIII. Activities of the National Council of Jewish Women and its Sections in the Day Care Field; IX. Recommendations; and Appendixes: 1. Sections Which Participated in the Windows on Day Care Project and Names of Day Care Committee Chairmen; 2. Excerpts from Windows on Day Care Kit for Council Sections. The basic documents reproduced in this report include a compilation by the American Humane Association of State laws; a bibliography published by the U.S. Department of Health, Education, and Welfare; and selected journal articles addressed both to the legal problems and the practical problems involved in trying to eliminate child abuse. (For related document, see ED 066 211, Part 1 of the report.)

Availability: Subcommittee on Children and Youth, Room 506, Senate Annex, U.S. Senate, Washington, D.C. 20510 (no charge)

73. Saunders, Minta M. Some Aspects of the Effects of Day Care on Infants' Emotional and Personality Development. 1972, 123p. ED 067 166

Behavior Development; *Child Development; Comparative Analysis; *Day Care Services; Doctoral Theses; *Emotional Development; Family Environment; Group Experience; Infant Behavior; *Infants; Parent Child Relationship; *Personality Development

To identify any differences in emotional/personality development of a group of infants reared at home and a matched group of infants enrolled in a day care center, data were obtained on behaviors of two groups of infants. The sample consisted of 15 demographically matched pairs of infants, ages 3-24 months at entrance. Data were collected through

observation, questionnaires, administration of the Bayley Scales of Infant Development, and monthly telephone interviews with mothers. Five measures of emotional and personality development were used to assess the two groups: reaction to stranger, patterning, separation from mother, exploratory behavior, and eating and sleeping patterns. No significant differences were found between the Home and Center groups. However, since day care services are growing rapidly, it is clear that more research is needed to: (1) understand the complexity of the acquisition of attachment, which is crucial to development; (2) analyze the components of contingent responding; and (3) provide more detailed and definitive analyses of care-giving situations so the results may be incorporated in training techniques.

74. Schneider, Howard. Future Trends Affecting Day Care and Preschool Education. Final Report: Part VIII. 1971, 50p. ED 068 196

Age Groups; Changing Attitudes; Child Care; *Day Care Services; *Early Childhood Education; Labor Force; Mothers; *National Demography; Parent Attitudes; Population Trends; *Preschool Programs; Research; Surveys; Tables (Data); Technical Reports; *Working Women

Two facts based on empirical data provide the focus of this report: (1) the number of women who use day care services will increase; and (2) young adults have more positive attitudes toward day care and related issues than do older adults. The demographic characteristic related to the participation of women in the labor force and possible changes in those characteristics are discussed, and two figures present data, as of March 1970, concerning labor force participation rates of married women by education, husband's income, and number and age of children. Attitudes related to the use of day care, past, present, and future, are then described. The final section of the report discusses demographic trends in enrollment in preschool educational programs. Three appendixes to the report provide tables and graphs of data related to A. Relationships of Various Factors to the Participation of Women in the Labor Force; B. Changes in the Factors; and C. Present Attitudes Toward the Use of Day Care. (For related documents, see PS 005 969-977, 979-983.)

75. Schneider, Howard. Public Opinion Toward Day Care. Final Report: Part VI. 1971, 40p. ED 068 194

Attitudes, *Child Care; Child Care Centers; *Data Collection; *Day Care Programs; *Day Care Services; Family Environment; Program Costs; *Public Opinion; Research; Technical Reports

Opinions of the general public and of special interest groups on the subject of day care are examined. The opinions are discussed as to concept of day care, family versus center care, location, grouping, program cost, and staff. The special interest groups studied were child development professionals, minority groups, industry, and women's liberation

groups. The impact of day care programs on public opinion is presented as to sources of information, results, and problems for future study. Results of the research include the following: (1) both the general public and special interest groups approve of the concept of child care; (2) almost half of the mothers in the U.S. use some form of supplementary child care, but to a large degree, this is privately arranged care on an individual basis; (3) day care centers are widely approved of by working women, especially poor ones; reaction to center care for all children is generally less favorable; (4) the specific issues which generate opinions are family vs. center care, cost, location, and transportation; and (5) groups that emphasize educational and child development aspects of day care feel that day care in centers is a right to which all children are entitled; in general, these groups support federally funded centers. A 50-item bibliography is included. (For related documents, see ED 068 187-193, 195-201.)

76. Sidel, Ruth. Women and Child Care in China: A Firsthand Report. 1972, 207p. ED 082 858
Document not available from EDRS.

*Child Care, *Chinese Culture, Citizenship Responsibility, *Day Care Services, Educational Philosophy, Government Role, *Nursery Schools, Paperback Books, Parent Child Relationship, Peer Relationship, Student School Relationship, *Working Women

This paperback presents an illustrated, firsthand report of the changes in attitudes towards women and child care in China since the revolution of 1949. Chinese women are encouraged to take an active part in the country's activities. Extensive governmental programs provide women with birth-control information, prenatal assistance, maternity leaves, and child care facilities. Major emphasis is given to descriptions of nurseries, nursery schools, and kindergartens. Chinese childrearing practices are compared to those of Israel and the Soviet Union and some aspects of the Chinese experience that may be of value to the United States are discussed. A sample of a Chinese kindergarten reader is included.

Availability: Hill and Wang, Inc., 141 Fifth Ave., New York, N.Y. 10010 ($6.95); Penguin Books, Inc., 7110 Ambassador Rd., Baltimore, MD 21207 (paper, $1.25)

77. Siedman, Eileen. Day Care in Vermont: An Evaluation of the Vermont Model FAP Child Care Service System. 1972, 447p. ED 082 811

Administrative Organization; Child Welfare; *Day Care Programs; *Federal Programs; Federal State Relationship; *Models; Program Administration; *Program Evaluation; *Program Planning

This book presents an extensive examination of the organization and operation of the Vermont model day care delivery system which was designed in

the context of the proposed Family Assistance Plan (FAP). The model tested the ability of Federal and State employees to work together and share resources in designing a new approach to welfare reform. The planning processes of the day care system are discussed in four major categories: (1) organization and management, (2) day care services, (3) money, and (4) evaluation. Each category contains a description of what was expected by the funding agencies and what was achieved during the planning period. The operating system which was to serve as a blueprint for the delivery of the statewide FAP day care services is discussed in terms of: (1) a critique, (2) people, (3) money, (4) controls, (5) community coordinated child care (4-C), (6) supportive resources, (7) information, and (8) decisions. A glossary, an acronyms list, and appendices are included. (For related document, see Ed 078 956.)

Also available from: Day Care and Child Development Council of America, Inc., 1401 K Street, N.W., Washington, D.C. 20005 ($4.00, paper)

78. Siedman, Eileen. Day Care in Vermont (Excerpts from the Introduction and the Executive Summary). 1973, 17p. ED 078 956

Bulletins; *Child Care; *Day Care Programs; *Program Evaluation; *State Licensing Boards; *Statewide Planning; Systems Analysis

A pretest of the Vermont model of the Family Assistance Plan to provide statewide day care services for working parents is presented as to summary findings, conclusions, and recommendations. Facilitating factors towards the delivery of quality child care services were the day care licensing procedure, the focus on child development, talented people who developed new ways of doing things at all levels, Vermonters' candor and informality, the use of the Federal Interagency Day Care Requirements, and the newness of the program. Inhibiting factors were that there was no income maintenance pretest, no one in charge, funding insecurity, economic emphasis, unrealistic eligibility requirements and reimbursement rates, separation of planning and operations, the plan was not a plan, inexperience with Federal relations, no information system, and top-down decisions. Broad problem areas of the operating system were related to the absence of reliable, timely, useful information about almost every subject, as well as dissatisfaction with the decision-making process, and finally to the smoldering issue of developmental versus custodial care. Recommendations relate to definitions, separation of services and resources, State characteristics and basic elements of child care, information, statewide coordination, reimbursement, financial management, child care providers, food, health, and Community Coordinated Child Care (4-C).

Also available from: Day Care and Child Development Council of America, Inc., 1401 K Street, N.W., Washington, D.C. 20005 (Child Care Bulletin No. 5, $0.75)

79. Smith, Janet; Galambos, Eva C. Southeastern Day Care Project Rating Forms. 1972, 58p. ED 078 943

Cognitive Development; *Day Care Programs; Demonstration Projects; Motor Development; Preschool Education; Program Evaluation; *Rating Scales; Social Development; *Student Evaluation; *Task Performance; Technical Reports

The Southeastern Day Care Project is an ongoing preschool demonstration project in eight southeastern states. The SDCP has developed and is using a series of rating forms to assess the development of each child in the program in cognitive, social, motor, and self-help skills. Approximately 256 children in SDCP centers have been rated on the forms. The items on the forms represent translation of the objectives into observable, specific outcomes. The items on the various scales were combined and modified into rating forms for infants, two-year-olds, three-year-olds, and four- and five-year-olds. Rating procedures, and reliability and validity of the ratings are described, and the analysis of results for each age group is provided. The performance of the children was generally better than had been anticipated, but a few items in the cognitive area--printing, drawing human figures, and knowing addresses and seasons--continue to present difficulty to at least one third of the children. The SDCP rating forms provide a gross assessment of whether a child is generally performing according to the expectations for normal development at his age. Other instruments may provide a better analysis of child development, but they are more difficult to use with preschool children. The SDCP rating forms have another advantage for staff members; the items constitute a day-to-day program guide to aid in planning activities and curriculum.

80. Sposito, Patricia J. Evaluation of Portland Public Schools Extended Day Care Program. Final Report. 1972, 149p. ED 082 855

Cognitive Development; *Day Care Programs; *Elementary School Students; *Evaluation; Instructional Staff; Objectives; Parent Participation; Personnel Evaluation; *Program Effectiveness; *Public Schools; Questionnaires; Summative Evaluation

The Extended Day Program (EDP) provides before and after school day care service to children in public school buildings. This summative evaluation judges the degree to which EDP has met its goals and served its clients, and provides recommendations for program improvement. The evaluator observed each center over a 6-month period; distributed a questionnaire to EDP staff and public school staff to discover their opinions of the program; interviewed parents, principals, and staff; evaluated an orientation workshop; and videotaped selected program activities. Phase I of the report, February-May 1972, concluded that EDP did not meet its major objectives. Much of the failure lay with inadequate program planning and administrative weaknesses. The program continued, but time limits were suggested within which positive changes should occur. In Phase II, the summer EDP program was evaluated and also found inadequate. Recommendations were made regarding facilities, analysis of programming, and use of existing community resources.

81. Stets, Elmer B. Study of Child Care Activities in the District of Columbia. 1972, 24p. ED 068 172

*Day Care Programs; *Day Care Services; *Federal Aid; *Federal Legislation; Federal Programs; Food Service; Operating Expenses; *Program Coordination; Staff Utilization; Working Parents

An oral report made to the Committee on Education and Labor of the House of Representatives Nov. 3, 1971 on the Federal programs for child care activities in the District of Columbia is given. Federal funds support 11 Federal programs for child care activities administered by three D.C. agencies and several private organizations. They contract with 62 private and public child-care center operators to provide service for about 4,450 children in 120 centers at a Federal contribution of about $5.9 million in fiscal year 1971. Lack of coordination of the numerous programs contributes to an apparent imbalance in location of child care centers; putting children of working parents in half-day programs and children of nonworking parents in full day programs; cost variances in varying methods of using professional staff in half-day programs; uneconomical food service arrangements in some cases; and curtailed use of public services by private operators. This study indicates a need for consolidating and/or coordinating Federal child care programs.

Also available from: U.S. General Accounting Office, Room 6417, 441 G St., N.W., Washington, D.C. 20548 (General Public, $1.00; free to members of Congress, congressional committee staff members, government officials, members of the press, college libraries, faculty members and students)

82. Survey of Child Care Among Women Working in Industry in Arkansas and a Day Care Program for These Women. Final Report. 1972, 115p. ED 075 587
Document not available from EDRS.

Building Design, *Child Care, Day Care Programs, *Day Care Services, Facility Expansion, Industrial Relations, *Program Costs, *Program Development, Surveys

To determine the type of day care used and/or desired, a survey was conducted with representatives and women employees in industries in five economic planning and development districts of Arkansas during the summer and fall of 1971. Approximately 50 percent of the industries participated, with a total of 21,000 women responding to the survey. Results indicated that most companies had problems with women employees related to child care, but they are not interested in providing any aid to the employees in solving the problem. While less than two percent were currently using day care, approximately 50 to 60 percent of the women with preschool children desired to have day care or community day care centers but were willing to pay only 10 to 15 dollars per week. Cost figures from private and public day care centers were obtained and indicated that the cost per child per day ranged from three to eight dollars. In addition local, state, and federal regulations for day care centers were reviewed, and

a master plan for an educational day care center which would accommodate 40 children was prepared. The cost of the educational program, along with outlines of staffing, programing, and architectural plans for expanding the facility to accommodate 80 children are presented.

Availability: National Technical Information Service, Springfield, Virginia 22151 (COM-72-10526, MF $.95; HC $3.00)

83. A Survey of State Day Care Licensing Requirements. 1971, 38p. ED 078 955

Bulletins; *Certification; *Child Care; *Day Care Programs; *Facility Requirements; *State Licensing Boards; State Surveys

Following a discussion of what day care licensing isn't and what it is, a study of day care licensing is presented. The study's objectives were to: describe licensing requirements, state licensing procedures, and licensing steps required of applicants in each of the 50 states; identify those factors that facilitate or inhibit the day care licensing process; and describe and analyze the range and variation of local government participation in the licensing process. The 21 findings of the study are grouped under Regulation, Procedures, and Points of Delay. It was concluded that: there is a tendency for states to include too much detail in statutes authorizing regulation of day care facilities; a standardized method of classification of day care homes and centers is needed; there is a need for a standard format for presentation of requirements to potential applicants; state and local agency standards for day care licensing often have parallel or conflicting requirements making it inefficient and costly; some requirements are unrealistically stringent; several aspects of day care licensing administrative procedures will inhibit rapid expansion of national programs; different evaluation criteria are sometimes applied for white minority day care centers; statements of licensing agencies in six states show that a major concern of all licensing agencies is the lack of strong legal teeth needed to revoke the license and keep closed a "bad" day care facility; and types of day care now excluded in state day care statutes and regulations range from care by a relative to government facilities. Thirteen recommendations are made. Seven appendixes provide the study data.

Also available from: Day Care and Child Development Council of America, Inc., 1401 K Street, N.W., Washington, D.C. 20005 (Child Care Bulletin No. 4, $1.00)

84. Swartz, Marilyn S. Child Care is Everybody's Baby: A Comprehensive Report of Child Care Services, Past, Present, and Future at M.I.T. Final Child Care Proposals as Accepted by M.I.T. 1972, 267p. ED 071 777

*Child Care; *Child Care Centers; Day Camp Programs; *Day Care Programs; Day Care Services; Equipment; Family Programs; Federal Aid; Financial Support; *Fringe Benefits; Home Programs;

Industrial Relations; Nursery Schools; Preschool Programs; Program Costs; Program Descriptions; *Program Development; *Program Planning; Tables (Data); Toys; Working Women

The report on child care services at M.I.T. explores the following areas: (1) Planning Issues: Why Should M.I.T. Be Involved in Child Care?--educational concerns, services, benefits and costs, priorities, resource allocation; (2) Background for Planning; Current Institute Child Care Programs--a concise history, M.I.T. summer day camp, the Technology Nursery School, Inc., KLH Child Development Center contractual program with M.I.T., pediatric clinic, family day care, number of people involved in M.I.T. child care work; (3) Planning Considerations; Present and Potential Need; (4) Planning Criteria for Child Care Programs--concerns and goals of a child care service, overview--program characteristics, types of programs; (5) Planning Proposals--administrative structure, a day care center, a formalized family day care program, cooperative child care programs and playgroups, summary of estimated costs to the Institute for proposed programs; and (6) Epilogue: Questions for the Future. Nine appendices present: (1) Institute benefits and services, a brief compilation; (2) summary of Federal subsidies for child care; (3) national notice of M.I.T. child care programs; (4) schedule of day care week; (5) people involved in child care at M.I.T.; (6) location and transportation determinants; (7) child care equipment and toys effective for skill development; (8) administrative duties for M.I.T. child care programs; and (9) an M.I.T. nursery and day care program alternative. The final proposal describes costs and/or other administrative matters for all the child care programs involved. (For related document, see ED 071 776.)

85. Talcott, Frederick W.; Hedrick, James L. Costs of Day Care. Volume 1. Final Report: Part IV. 1971, 56p. ED 068 191

*Child Care, Comparative Analysis; *Cost Effectiveness; Data Analysis; *Day Care Programs; *Day Care Services; Disadvantaged Youth; Elementary School Students; Family Environment; Federal Aid; Low Income Groups; Preschool Children; Private Financial Support; *Program Costs; Research; Technical Reports; Voluntary Agencies

Results of a study of the costs of providing day care services are presented. The sections of the report are as follows: 1. Introduction; 2. Issues in Day Care Cost Analysis--use of cost information, cost structure, classification of day care types, organizational level to be addressed, total vs. per-child costs, economies of scale, diversity of services included, treatment of administrative and overhead costs, and in-kind contributions; 3. Day Care Cost Information--general, delivery mechanisms in the PSG project, relationship to alternative Federal strategies, family day care costs, industrial day care costs, proprietary systems of day care centers, and non-profit day care center costs; and 4. Summary of Day Care Cost Workshop. A bibliography containing 30 references is provided. (For related documents, see ED 068 187-190, 192-201.)

86. Taylor, Theodore. The Next Step in the Struggle for Comprehensive Child Care. 1973, 10p. ED 076 252

*Child Care; *Child Development; *Community Responsibility; *Day Care Services; Early Childhood; Government Role; Guides; *Social Problems

The situation today in the area of comprehensive child care is discussed from the viewpoint of the Day Care and Child Development Council of America. A new strategy and new tactics for the accomplishment of a comprehensive child care system in the next four years is outlined. The role of the council is seen to be that of awakening, uniting, and mobilizing the American people to have a direct interest in a system of comprehensive child development.

Also available from: Day Care and Child Development Council of America, Inc., 1401 K Street, N.W., Washington, D.C. 20005 ($0.25)

87. Todd, Sheldon P. Alternative Federal Day Care Strategies for the 1970's. (Excerpts from the Final Report). 1971, 29p. ED 080 135

*Child Care; Community Development; *Day Care Services; *Federal Aid; *Federal Legislation; Financial Support; *Government Role

This report discusses federal government support of day care services. Two alternatives are presented: (1) services designed, regulated and funded by a central agency, and (2) services provided through a free market industry in which decisions about regulations and care would be made by consumers, with only minimal central regulation. The market system is discussed at length and recommended because it provides maximum freedom of choice by parents, and enables the day care industry to evolve according to the needs of the children and parents it serves. Further recommendations include a key resources program (planning, technical assistance, start-up costs, facilities, etc.) to be implemented to help the market meet new demand without artificially raising prices and to insure entry into the day care market of a variety of providers. Legislation guidelines are presented: (1) a voucher system giving parents purchasing power for day care services to accompany the key resource program, and (2) a national research program in child development.

Also available from: Day Care and Child Development Council of America, Inc., 1401 K Street, N.W., Washington, D. C. 20005 (Child Care Bulletin No. 9, $1.00)

88. Trisdorfer, Alice; And Others. The Birth and Growth of the Tompkins County Day Care and Child Development Council Inc. 1971, 16p. ED 071 746

*Adult Education; Counseling; *Day Care Services; Educational Programs; *Mothers; *Organization; *Preschool Children; Projects; Self Concept; Teaching Techniques; Workshops

This paper is the first in a series on family day care produced as part of a project to design and test an informal continuing education program with family day care mothers. The initial impetus for discussion or day care problems in Tompkins County, New York, grew out of the concern of professionals from counseling agencies. Investigation and discussions revealed that there was no central agency that could provide information about day care. Finally, a Gathering Place was established to help implement the concept of centralized support services. It served several purposes. It provided a central place for at-cost sales of arts, crafts and snack supplies to cooperative nursery schools, day care centers, play schools and family day care mothers. A major goal of the Day Care Servide is to develop a comprehensive network of good day care services for children of working parents. The service has moved a long way. Twenty-five percent of the children in Tompkins County are in organized day care facilities as opposed to ten percent in the nation. It is being called on to share its ideas and accomplishments with many other areas of the state. The approaches used by the Day Care Service to involve the day care mothers and to develop their self-image were as follows: to involve them in the planning for training programs and workshops at the Gathering Place and to encourage and work with them in developing an autonomous organization that provides an opportunity for day care mothers to share common problems.

89. Trisdorfer, Alice; And Others. Family Day Care Mothers: What "They" Want in Training Programs. 7p. ED 071 745

*Child Care Occupations; *Day Care Services; Discipline; *Educational Programs; Financial Needs; Interpersonal Relationship; *Mothers; Play; Problem Solving; Psychologists; Role Perception; *Training Objectives

A report based on information gathered by interviewing ten family day care mothers is presented. The following categories represent the problem and need areas discussed by the day care mothers who were interviewed: Activities, Problems with Natural Parents, Relating to the Children, and Financial Problems. The mothers were asked to discuss any problems they have encountered connected with their caretaker functions; remedies, if any, to these problems; and suggestions of topics that should be included in a training program for family day care mothers. Six of the ten day care mothers felt that the most important topic to be covered in a training program would be appropriate activities for various aged children. Also, most felt that it would be important to include in a training program ways of relating with the natural parents. Most felt that it would be extremely useful for child development professionals to discuss child-related topics in a training program. Finally, most of the mothers felt the need for information on filling out income tax forms. It is pointed out that family day care mothers can and should serve as integral parts in the planning and execution of training programs.

90. Villa, Rogelio H., Comp. Migrant Education. A Consultant Report, State of Minnesota Department of Education, Title I, Elementary and Secondary Education Act, Migrant Amendment Annual Evaluation Report (BOB 51-RO-719). Summer 1972. 1972, 87p. ED 071 807

Community Involvement, Curriculum Planning, *Day Care Programs, Elementary Grades, *Evaluation, *Migrant Child Education, Preschool Programs, *Program Coordination, Recruitment, Student Teacher Ratio, *Summer Programs

Fourteen summer school projects located in 14 school districts with large concentrations of migrant children during the summer of 1972 were described. The projects were from 6 to 10 weeks long and provided services for children from birth to age 12. The number and percentage of pupils enrolled in each component of the program were (1) Title I: 1,363 or 63.5%, (2) Headstart: 396 or 18.5%, and (3) Title IV Day Care Component: 385 or 18%. The program is described in terms of exemplary projects in the 1972 migrant program, children served, grade placement, teacher-pupil ratio, inter-relationship with the regular Title I program, coordination with other programs, in-service training, non-public school participation, information dissemination, community involvement, program effectiveness, special areas, equipment and construction, supportive services, program integration, staff utilization, new programs, and a program critique. Included in the appendix are additional information on exemplary project #1 for recruitment of migrant children; a list of licensed migrant camps; information for Title I migrant summer schools; diagrams for physical plant organization; and selected materials for elementary and junior high schools.

91. Wells, Alberta. Day Care: An Annotated Bibliography. Volume 1. Final Report: Part X. 1971, 367p. ED 068 199

*Annotated Bibliographies; Bibliographies; Certification; *Child Development; *Day Care Programs; *Day Care Services; Early Childhood Education; Economics; Evaluation; Facilities; Legislation; Personnel; Preschool Programs; *Publications; Public Schools; Research; Resources

This annotated bibliography of books, articles, research papers, manuals, program reports, and Congressional acts and hearings that were examined by the Day Care Policy Studies Group revises and updates previous versions of "Day Care: An Annotated Bibliography," issued in October 1970 and February 1971. It contains 1,500 items related to those issues that have been under study by the Day Care Policy Studies Group. The Items, published between 1961 and 1970, are grouped in the following categories: 1. General Issues, 2. Child Development, 3. Specific Programs, 4. Personnel, 5. Economic Issues, 6. Licensing Standards, 7. Legislation and Regulation, 8. Special Issues, 9. Evaluation, 10. Facilities and Supplies, 11. General Resources, 12. Public Schools. Price and order information, if known, is listed at the end of the publication information in each entry, and an author index is included at the end of the document. The bibliography can be of use to educators and planning officials who might be involved in setting up day care centers. (For related documents, see ED 068 187-198, 200-201.)

92. Wells, Alberta. Bibliography Supplement for September, October, and November 1971. Volume 2. Final Report. Part X. 1971, 121p. ED 068 200

*Annotated Bibliographies; Bibliographies; Certification; *Child Development; *Day Care Programs; *Day Care Services; Early Childhood Education; Economics; Evaluation; Facilities; Legislation; Personnel; Publications; Research; Resources

This annotated bibliography, which is a supplement to "Day Care: An Annotated Bibliography," contains approximately 220 items published between 1964 and 1971 Books, pamphlets, magazine articles, research papers, and reports of studies are included in this list. All are sources that the Day Care Policy Studies Group examined for a study undertaken for the Office of Economic Opportunity. These references are grouped in twelve categories as follows: 1. General Issues, 2. Child Development, 3. Specific Programs, 4. Personnel, 5. Economic Issues, 6. Licensing Standards, 7. Legislation and Regulation, 8. Special Issues, 9. Evaluation, 10. Facilities and Supplies, 11. General Resources, 12. Public Schools. There is an author index at the end of the bibliography. Many items of general educational interest are included, so that this list would be of value not only to those concerned with the day care field, but to many types of professionals involved in working with children. (For related documents, see ED 068 187-199, 201.)

93. Wells, Alberta. Bibliography Supplement for December 1971. Volume 3. Final Report: Part X. 1971, 49p. ED 068 201

*Annotated Bibliographies; Bibliographies; Certification; *Child Development; *Day Care Programs; *Day Care Services; Economics; Evaluation; Facilities; Legislation; Personnel; Publications; Public Schools; Research; Resources

This annotated bibliography, which is an addition to "Day Care: An Annotated Bibliography," contains approximately 90 items published between 1966 and 1971. Books, pamphlets, magazine articles, research papers, and reports are included in this list. All are sources that the Day Care Policy Studies Group examined for a study undertaken for the Office of Economic Opportunity. These references are grouped in twelve categories as follows: 1. General Issues, 2. Child Development, 3. Specific Programs, 4. Personnel, 5. Economic Issues, 6. Licensing Standards, 7. Legislation and Regulation, 8. Special Issues, 9. Evaluation, 10. Facilities and Supplies, 11. General Resources, 12. Public Schools. There is an author index at the end of the bibliography. Many items of general educational interest are included, so that this list would be of value not only to those concerned with the day care field, but to many types of professionals involved in working with children. (For related documents, see ED 068 187-200.)

94. What Day Care Mothers Want to Know: Guidelines for a Pre-Service or In-Service Educational Program for Family Day Care Mothers. 1972, 72p. ED 066 218

*Day Care Programs; *Guides; *Mothers; *Program Content; *Program Descriptions

This report describes the content of an educational program for family day care mothers based on the results of a year-long collaborative effort of 24 low-income licensed day care mothers and the staff of the Educational Day Care Consultation Program at the University of Michigan. The Project staff, program structure, group meetings, individual home visits, recommended goals of a training program for day care mothers, lists of pamphlets and materials distributed to participants, and selected forms used by the Project are presented and discussed.

95. What Is Good Day Care? 1972, 14p. ED 069 392

Certification; Community Involvement; *Community Services; *Day Care Services; Educational Objectives; *Evaluation Criteria; Home Programs; *Preschool Children; *Program Content

Definitions, standards, and activities of good day care are outlined in question and answer form in this evaluation booklet. Topics included are: services of the family day care home and the day care center; the availability and offerings of day care; types of children who need it; ways it can help; financial arrangements; and daily routines of each type of day care. Explanations are offered for the necessity of licensing and using social workers and for the special need concept of care. Final emphasis is on the community role, on what the effects are of inadequate day care, and on ways to improve the services or to initiate them.

Also available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.15, Children's Bureau folder no. 53-1964)

96. The Woman Question in Child Care (A Position Paper). 1972, 24p. ED 078 957

*Child Care; *Day Care Programs; Economic Change; *Family Structure; Government Role; Guides; *Mothers; Sex Discrimination; Social Attitudes; *Working Women

Primarily concerned about women's need for child care, this position paper also mirrors the state and needs of families, communities, and the Nation as well. The number of employed mothers in the U.S. exceeds 12 million. The goal of the Day Care and Child Development Council of America is to promote the development of a locally controlled, publicly sponsored, universally available child care system through public

education, social action, and assistance to local communities. Special consideration must be given the situations which involve employed women and their children, particularly as this relates to day care, for the most rapid increase in labor force participation in the past decade has occurred among mothers of children under six. If the number of working mothers of children under the age of six increases at the same rate between 1970 and 1975 as between 1965 and 1970, about a million additional working mothers will be struggling to arrange for adequate child care. Child care can become the institution for the re-education of men, women and children, and it is the women primarily who must undertake the work of building these new institutions. It is proposed that a system of child care is only possible to the extent that constituencies are organized from the grassroots to the top and a coalition is developed in the next four years that transcends class, race, and sex. The plan involves the centers and their staff, coordinating bodies, women's organizations, unions, and industry.

Also available from: Day Care and Child Development Council of America, Inc., 1401 K Street, N.W., Washington, D.C. 20005 ($2.00)

97. Zoning for Day Care (from Models for Day Care Licensing). 1972, 14p. ED 078 954

Child Care; *Day Care Programs; Day Care Services; Guides; *Physical Facilities; *Special Zoning; *Standards

Recommendations and regulations regarding the zoning of child development day care programs are discussed. Zoning in general is discussed, as is the treatment of child development day care in zoning ordinance, the background of program planning, modular housing, the implementation of zoning, and model provisions regarding characteristics of facilities and zoning criteria. A list of organizations concerned with the adoption of zoning regulations for day care and a list of additional publications are provided.

Also available from: Day Care and Child Development Council of America, Inc., 1401 K Street, N.W., Washington, D.C. 20005 (Child Care Bulletin No. 8, $1.00)

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